CURRICULUM GUIDE
CURRICULUM GUIDE

ROGRAM of STUDIES

for

JUNIOR HIGH SCHOOLS

of

ALBERTA

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EDMONTON, ALBERTA
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PROGRAM of STUDIES

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Authorized by Department of Education
EDMONTON, ALBERTA
1963

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INTRODUCTION

This Program of Studies contains an outline of the content of each course in the Junior High School together with a list of the authorized texts and approved secondary references. Regulations with respect to the courses will appear in the Junior High School Handbook.

Teachers who want suggestions concerning methods of handling a given course will find them in the related curriculum guide, which may be obtained through the office of their superintendent or from the Curriculum Branch of the Department of Education.

The assistance of subcommittees in preparing the outlines in the various subjects is gratefully acknowledged. The evaluation and constructive criticism of the interim draft by school systems and by members of the Faculty of Education is appreciated.

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JUNIOR HIGH SCHOOL LANGUAGE

GRADE VII

Text Books:

JUST ENGLISH 1: Chorny et al

PATTERNS FOR WRITING 1: Dashwood-Jones

and one of:

MACMILLAN SPELLING SERIES, Book 7

BASIC GOALS IN SPELLING, Grade 7

WRITING SKILLS

Objectives

The achievement of form and order in the expression of ideas.

The achievement of clear, varied, lively, and appropriate sentences.

Major Emphases:

1. *Composition*
   (a) One-paragraph composition
      i. An introduction to the purpose and structure of expository writing through a broad range of familiar and informational subjects.
   (b) Practice in writing single-paragraph reports using a single reference source.

2. *Summaries*
   (a) One-sentence summary of a paragraph
   (b) Multi-sentence summary paraphrasing the essential content of one paragraph to indicate principal and supporting ideas.
   (c) Notemaking and notetaking: Application of summary skills to oral and written content.
   (d) Informal use of summary skills in initial planning for paragraph writing.

3. *Friendly Letters*

OTHER LANGUAGE SKILLS

Objective

The improvement of other skills necessary for general competence in the use of language.

Major Emphases:

1. The improvement of the skills of speaking and listening
2. The extension of the skills and of the habit of reading
3. The refinement of the accuracy of expression through the use of dictionaries and spellers
4. The extension of library and research skills

GRAMMAR AND SENTENCE STRUCTURE

Objective

The development of understandings about language and the relation of these understandings to the uses of language.

Major Emphases:

1. *Simple Sentences*
   (a) Four Patterns
      i. N.V.
      ii. N.V.N.
      iii. N.LV.A.
      iv. N.LV.N.
2. *Modification*
   (a) Nouns through use of:
      i. Adjectives and determiners
      ii. Nouns
   (b) Verbs through use of:
      i. Adverbs
      ii. Intensifiers
3. *Substitution*
   (a) Compounding of nouns and verbs
   (b) Substituting pronouns for nouns
4. *Grammar Nomenclature:*
   noun, verb, adverb, adjective, pronoun, conjunction, determiner, intensifier, preposition, object, complement, subject.

PUNCTUATION AND CAPITALIZATION

Major Emphases:

1. Review of elementary punctuation
2. Further common uses of comma
3. Common uses of colon
4. Capitalization

GRADE VIII

Text Books:

I. Either:

(a) *JUST ENGLISH 2:* Chorney et al
PATTERNS FOR WRITING 2: Dashwood-Jones

OR

(b) *WORDS AND IDEAS,* Book 2: Baker

II. *One* of:

MacMILLAN SPELLING SERIES, Book 8

OR

BASIC GOALS IN SPELLING, Grade 8.

Program I— Using *Just English 2* and *Patterns For Writing 2*

WRITING SKILLS

Objections:

(1) The achievement of form and order in the expression of ideas.

(2) The achievement of clear, varied, lively and appropriate sentences.

Major Emphases:

1. *Composition*
   (a) One-paragraph composition
      i. Continued practice in expository writing
      ii. An introduction to the purpose and structure of descriptive writing and narrative writing.
   (b) Practice in writing reports using two or three reference sources.

2. *Outlines*
   (a) Sentence outline indicating the principal ideas in each paragraph of a short sequence of related paragraphs.
   (b) Sentence outline indicating the principal and supporting ideas in each paragraph of a short sequence of related paragraphs.
   (c) Notemaking and Notetaking: application of outline and summary skills to oral and written content.
   (d) Continued practice in informal use of outlining skills in initial planning for paragraph writing.

3. *Social and Courtesy Letters*
   (a) Mastery of acceptable forms.
   (b) Concern for content, organization and reader's reaction.

OTHER LANGUAGE SKILLS

Objective:

The improvement of other skills necessary for general competence in the use of language.

Major Emphases:

1. The improvement of the skills of speaking and listening.
2. The extension of the skills and of the habit of reading.
3. The refinement of the accuracy of expression through the use of dictionary and spellers.
4. The extension of library and research skills.

GRAMMAR AND SENTENCE STRUCTURE

Objective:

The development of understandings about language and the relation of these understandings to the uses of language.

Major Emphases:

1. *Simple and Compound Sentences*
   (a) Simple sentence
   pattern 5 (NUNN)
   (b) Compound sentence: combination of basic patterns into a variety of compound sentences.

2. *Modification*
   (a) Prepositional phrases
   (b) Appositives

3. *Tense*
   (a) Simple present
   (b) Simple past
   (c) Simple future

4. *Grammar Nomenclature*
   Auxiliary, phrase, clause, indirect object

PUNCTUATION AND CAPITALIZATION

Major Emphases:

1. *Quotation marks*
2. *Semicolon*

Program II—*Using Words and Ideas,* Book 2

Text Outline

1. *The stock of English words*
   a. English as a World Language
   b. Some of the History of Our Language
   c. British and American English

2. *Increasing our stock of words*
   a. Relation Between Words and Experience
   b. Denotation and Connotation
   c. Using the Dictionary

3. *The kinds and uses of words*
   a. Name Words—Nouns and Pronouns
   b. Statement Words—Verbs
   c. Descriptive Words—Adjectives and Adverbs
   d. Words that Show Relationship—Prepositions and Conjunctions
   e. Exclamations—Interjections

4. *Improving our use of words: language and the real world*
   a. Abstract and Concrete Words
   b. General and Specific Words
   c. Figures of Speech

5. *Improving our use of words: language and feeling*
   a. Poetic Language and Fact Language
   b. Persuasive Language
   c. Name-calling

6. *Organizing our thinking: the paragraph*
   a. Topics and Topic Sentences
   b. Unity—Sticking to the Subject
   c. Coherence—Logical Arrangement and Connections

7. *Organizing our thinking: the sentence*
   a. Grouping Sentence Ideas
   b. Unity and Coherence

8. *Sentence parts: subject and predicate*
   a. Subject, Predicate, and Modifiers
   b. Objects
   c. Sentence Fragments

9. *Sentence parts: clauses and phrases*
   a. Principal and Subordinate Clauses
   b. Subordinate and Co-ordinate Conjunctions
   c. Relative Pronouns
   d. Prepositions and Prepositional Phrases
   e. Other Kinds of Phrases

10. *Punctuating sentences*
   a. Period and Comma
   b. Colon and Semicolon
   c. Parentheses and Dashes
   d. Quotation Marks

11. *Pronouns and nouns*
   a. Subject and Object Forms
   b. Subject Forms with the Verb "be"
   c. Possessive Forms

12. *Adjectives and adverbs*
   a. Forms
   b. Adjectives with Special Verbs
   c. Comparative and Superlative Forms

13. *Verbs*
   a. Agreement of Verb and Subject
   b. Tense
   c. Transitive, Intransitive and Linking Verbs
   d. Active and Passive Verbs

14. *Prepositions and conjunctions*
   a. Choosing Exact Prepositions and Conjunctions
   b. Prepositions, Conjunctions and Adverbs

15. *Pronunciation and spelling*
    a. Standards of Pronunciation and Spelling
    b. Relation Between Pronunciation and Spelling
    c. Using the Dictionary

16. *Speaking and writing*
    a. Outgoing Communication
    b. Techniques of Good Speakers

17. *Listening and reading*
    a. Incoming Communication
    b. Kinds of Listening and Reading

18. *Language as a social behaviour*
    a. Guides to Good Conversation
    b. Greetings
    c. Introductions
    d. Telephoning

19. *Conversation by mail*
    a. Qualities of Good Letters
    b. Social Notes

20. *Investigation and report*
    a. Organization and Committee Procedures
    b. Information from Print
    c. Interviews

LANGUAGE IX

Text Book:

I *WORDS AND IDEAS,* Book 3—Baker and Campbell

Course Content

The order of the topics given below is not mandatory and may be changed by any teacher for justifiable reasons, but teachers are reminded that students transferring from one school to another may experience considerable difficulty if the changes made are very extensive.

Text Outline

1. *Words and human relations*
    a. Problems of Goodwill
    b. Problems of Meaning
    c. Our Language Community

2. *Words, things, and ideas*
   a. Words as Symbols
   b. Words of Many Meanings

3. *Fact language*
   a. Specific and General Words
   b. Words and Experience
   c. Words and Reasoning
   d. Words and Emotions

4. *Friction language*
   a. Figures of Speech
   b. Abstract Words

5. *Sentence efficiency*
   a. Co-ordinate Conjunctions
   b. Subordinate Conjunctions
   c. Relative Pronouns
   d. Appositives
   e. Participles

6. *Sentence parts and patterns*
   a. Simple Sentences
   b. Complex Sentences
   c. Compound Sentences

7. *Developing ideas: the paragraph*
   a. Example and Illustration
   b. Comparison and Contrast
   c. Cause and Effect

8. *Developing ideas: longer thought units*
   a. Essays
   b. Summaries and Outlines

9. *Kinds of speaking and writing*
   a. Explaining and Describing
   b. Arguing and Convincing
   c. Relating Stories and Events

10. *Business meetings*
   a. Organization
   b. Agenda and Procedure
   c. Committees and Reports
   d. Minutes

11. *Business by mail*
    a. Form
    b. Message

12. *Reference materials and techniques*
    a. Dictionaries
    b. Encyclopaedias and Textbooks
    c. Periodicals

13. *Alphabetized handbook*
    a. Parts of Speech
    b. Agreement of Word Forms and Meanings
    c. Sentence Parts
    d. Usage Standards
    e. Punctuation

TEXTS			GRADE SEVEN PROSE AND POETRY JOURNEYS 6 Units	GRADE EIGHT PROSE AND POETRY ADVENTURES 6 Units	GRADE NINE PROSE AND POETRY FOR ENJOYMENT 5 Units
	Required Coverage		Teachers are not expected to cover all selections. Use samples from each unit and use relevant selections from other sources.		
	Literary Forms And Versification	Poetry	Types: Narrative and Lyric Structure: A sense of rhythm with knowledge of Iambic Figures of Speech: Simile, Metaphor, Alliteration	Types: Narrative (The Ballad), Lyric (The Sonnet) Stanza Forms: Couplet and Quatrain Figures of Speech: Simile, Metaphor, Personification, Alliteration, Imitative Harmony Versification: Meter (Iambic and Trochaic), Rhyme (Internal and End-Masc.), and Feminine Free Verse	Types: Narrative (Ballad and Epic), Lyric (Sonnet, Elegy, Ode), Idyllic Stanza Forms: Couplet, Quatrain, Sestet and Octave Figures of Speech: Simile, Metaphor, Personification, Alliteration, Imitative Harmony, Hyperbole Versification: Meter (Iambic and Trochaic), Dactyllic and Anapaestic. Length of Line (Monometer to Heptameter), Rhyme (Internal and End—Masculine and Feminine), Blank Verse and Free Verse
		Prose Types	Folk Tales, Legends, Fables and Short Stories (No analysis)	Short Story, Biography, Drama	Novel, Short Story, Biography, Essay and Drama
	Leisure Reading		Minimum of ten books chosen from different fields of interest. e.g. historical, biography, western, hobbies, etc.		
	Creative Writing		Fostered in accordance with the interests and talents of the pupils.		
	Memory Work		Two to Four poems each containing 8 to 16 lines	Approximately 75 lines	Approximately 75 lines

LITERATURE VII

TEXT: *Prose and Poetry Journeys.* Chalmers and Coutts

Prose and Poetry Journeys contains selections grouped about six central themes.

Unit One: *Journeys Across North America*

Adventures into the lives of young Canadians and Americans and into the lives of the animals in which they are interested.

Unit Two: *Journeys Around the World*

Journeys to distant places revealing the environment and customs of people who live there, e.g. the Hindus, Icelanders, Irish, English, and Africans.

Unit Three: *Journeys Into The Past*

Selections concerning mainly the early history of Canada, with a few relating to Italy, England, and China.

Unit Four: *Journeys Into Legend and Fantasy*

Legends and Folk Tales of Canada and other nations.

Unit Five: *Journeys With People*

Selections which emphasize the perseverance, initiative, courage and resourcefulness that have enabled people to live together in many kinds of relationships in peace and war, in country and city, and at home and abroad.

Unit Six: *Journeys Into Our Own Lives*

These selections point to an appreciation of our friends and families, an understanding of nature, and a sharing of our thoughts with people who are like us as well as with those who are different from us.

Course Content

I. *Required Coverage*

Far more selections are provided than any one class will cover intensively in any year. It is expected that an adequate sampling be taken from each unit so that a variety of literary types is provided and an understanding of the theme of each unit acquired. In addition, material from outside the textbooks—short stories, magazine articles, excerpts from novels, etc., may be introduced into the literature program at the discretion of the teacher when such material is relevant to the current unit of study.

II. *Literary Forms and Versification*

Although Grade VII students should have an understanding of conventional forms of poetry such as narrative and lyric, emphasis on the details of such forms is to be avoided.

In the structure of poetry a sense of rhythm and the ability to identify the iambic pattern are considered to be sufficient. Only such figures of speech as the simile, the metaphor, and alliteration should be identified and understood by the Grade VII student.

The study of prose forms should be limited to the identification of folk tales, legends, fables, and short stories without analysis of their characteristics.

III. *Leisure Reading*

Each pupil should read a minimum of ten books, preferably from the Department book list entitled "Reading for Pleasure". These books should be chosen from at least four different fields, e.g. western, family, historical, adventure, biography, science, hobbies, etc.

IV. *Creative Writing*

Creative writing should be fostered in accordance with the interests and talents of the pupils.

V. *Memory Work*

Two to four poems, each consisting of eight to sixteen lines.

LITERATURE VIII

TEXT: *Prose and Poetry Adventures.* Chalmers and Coutts

Prose and Poetry Adventures is organized into six major themes.

Unit One: *Adventures Near*

Adventures which serve to acquaint pupils with places and people of the North American Continent.

Unit Two: *Adventures Far*

Adventures which bring the pupils into contact with people and places, both real and imaginary, which are far removed from the pupil's own experiences.

Unit Three: *Adventures in Other Times*

These selections include a group of imaginative writings which picture some of the events and customs associated with our Canadian past, and a group of legends of our own and other peoples.

Unit Four: *Adventures in Other Lives*

Adventures into the lives of real people; stories, articles and poems by Canadian authors.

Unit Five: *Adventures in New Interests*

Stories, both romantic and realistic, designed to stimulate interest in the new and unusual. Additional selections illustrate ability to adjust to altered circumstances and environment.

Unit Six: *Adventures in Understanding*

A collection of adventures aimed at more harmonious living by stimulating consideration of the pupils' reaction to others, to their environment, and to their thoughts.

Course Content

I. *Required Coverage*

Far more selections are provided than any one class will cover intensively in any year. It is expected that an adequate sampling be taken from each unit so that a variety of literary types is provided, and an understanding of the theme of each unit acquired. In addition, material from outside the textbooks—short stories, magazine articles, excerpts from novels, etc., may be introduced into the literature program at the discretion of the teacher, when such material is relevant to the current unit of study.

II. *Literary Forms and Versification*

The following items constitute the minimum outline to be followed. It is suggested that these items be dealt with, not as a sequence of formal instruction, but as they arise in selections chosen by the teacher.

A. Poetry

1. Types
   a. Narrative—ballad
   b. Lyric—sonnet
2. Stanza Forms
   a. Couplet
   b. Quatrain
3. Figures of Speech
   a. Simile
   b. Metaphor
   c. Personification
   d. Alliteration
   e. Imitative harmony
4. Versification
   a. Meter
      i. Definition
      ii. Iambic
      iii. Trochaic
   b. Rhyme
      i. Internal, end
      ii. Masculine, feminine
      iii. Free verse

B. Prose

1. Types
   a. Short Story
   b. Biography
   c. Drama

III. *Leisure Reading*

Each pupil should read a minimum of ten books, preferably from the Department book list entitled "Reading For Pleasure". These books should be chosen from at least four different fields, e.g. western, family, historical, adventure, biography, science, hobbies, etc.

IV. *Creative Writing*

Creative writing should be fostered in accordance with the interests and talents of the pupils.

V. *Memory Work*

This may consist of approximately seventy-five lines chosen by the pupil in consultation with the teacher.

LITERATURE IX

TEXT: *Prose and Poetry for Enjoyment.* Chalmers and Coutts

Prose and Poetry for Enjoyment is grouped about the five following themes

Unit One: *Ourselves and Our Families*

Family portraits and problems with which teenagers can readily identify themselves.

Unit Two: *Our Neighbors and Friends*

Selections which introduce the pupil to real people who live in an environment similar to his, and to people who live only in verse and fiction.

Unit Three: *Our Country*

Selections which emphasize the unity of the Canadian nation with examples of the components which are combined to form Canada.

Unit Four: *Our World*

The selections in this unit are organized to illustrate those things which we have in common with people everywhere.

Unit Five: *Our Dreams and Ideals*

The selections in this unit are concerned with the innermost dreams and ideals affecting the lives of those who wish to lead happy, successful and useful lives.

Course Content:

I. *Required Coverage*

Far more selections are provided than any one class will cover intensively in any year. It is expected that an adequate sampling be taken from each unit so that a variety of literary types is provided and an understanding of the theme of each unit acquired. In addition, material from outside the textbooks—short stories, magazine articles, excerpts from novels etc., may be introduced into the literature program at the discretion of the teacher when such material is relevant to the current unit of study.

II. *Literary Forms and Versification*

The following items constitute the minimum outline to be followed. It is suggested that these items be dealt with, not as a sequence of formal instruction, but as they arise in selections chosen by the teacher.

A. Poetry
  1. Types
    a. Narrative
      i. ballad
      ii. epic
    b. Lyric
      i. sonnet
      ii. elegy
      iii. ode
    c. Idyllic

2. Stanza Forms
   a. Couplet
   b. Quatrain
   c. Sestet
   d. Octave

3. Figures of Speech
   a. Simile
   b. Metaphor
   c. Personification
   d. Alliteration
   e. Imitative Harmony
   f. Hyperbole

4. Versification
   a. Meter
      i. Types of metrical feet
         Iambic
         Trochaic
         Dactyllic
         Anapaestic
      ii. Length of lines
         Monometer
         Dimeter
         Trimeter
         Tetrameter
         Pentameter
         Hexameter
         Heptameter
   b. Rhyme
      i. Internal, end
      ii. Masculine, feminine
      iii. Blank verse, free verse

B. Prose
   1. Types
      a. Novel
      b. Short story
      c. Biography
      d. Essay
      e. Drama

III. *Leisure Reading*

Each pupil should read a minimum of ten books, preferably from the Department book list entitled "Invitation to Read". These books should be chosen from at least four different fields, e.g. western, family, historical, adventure, biography, science, hobbies, etc.

IV. *Creative Writing*

Creative Writing should be fostered in accordance with the interests and talents of the pupils.

V. *Memory Work*

Approximately 75 lines should be chosen by the pupil in consultation with the teacher.

ORIGIN OF SELECTIONS BY AUTHOR OR TOPIC

	Canadian	British	American	Other	Totals
Journeys	32	11	44	8	95
Adventures	34	15	45	9	103
Enjoyment	41	23	47	11	122
Totals	107	49	136	28	320
Per cent	33	15	42	10	100

CLASSIFICATION OF SELECTIONS BY TYPES

	Poetry	Prose	Drama	Music	Art	Total
Journeys	35	45	1	8	6	95
Adventures	37	50	4	6	6	103
Enjoyment	52	53	2	9	6	122
Totals	124	148	7	23	18	320
Per cent	39	46	2	7	6	100

JUNIOR HIGH SCHOOL
SOCIAL STUDIES

Objective

"The general objective of social education is to develop citizens who (1) understand our changing society; (2) possess a sound frame-work of values and ideals which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence—skills and abilities—to participate in group living in such ways as to make changes in the direction of the desired values and ideals."*

SOCIAL STUDIES — GRADE VII

Primary References

DISCOVERING OUR LAND: Tomkins et al
GREAT ADVENTURE: Dickie
STORY OF CANADA: Brown et al
OUR PROVINCIAL GOVERNMENT: School Book Branch

Secondary References

CANADA YEAR BOOK, Queen's Printer, Ottawa

*Quillen and Hanna, *EDUCATION FOR SOCIAL COMPETENCE,* Scott, Foresman and Company, p.55.

UNIT I PHYSICAL ENVIRONMENT OF CANADA AND ITS PRIMARY CONTENT

Primary Reference

DISCOVERING OUR LAND: Tomkin et al

The Farmer

A. Of the Central Plain: dry belt irrigation, ranching, mixed farming, dairying, poultry.

B. Of the St. Lawrence Lowlands: soil climate, topography, fruit farming, mixed farming, dairying and market gardening, root crops, and grasses, accessibility of markets, tobacco, maple sugar.

C. Of the Appalachians: soil, etc., potatoes, apples, furs, history of farming.

D. Of the Cordilleran Region: soil, etc., dairying, fruit, seed potatoes, in Fraser Valley area; cattle, fruit, irrigation in plateau and sheltered valleys.

Industries as Workable Divisions for Study

A. *Mining*—(Technical and Economic aspects of mining)
   1. Location of mines, kinds of minerals, values and uses of minerals, types of mines, government assistance to mining.

B. *Oil Industry*—How oil is formed, location of fields, search drill, and refining, research, mineral rights in Alberta, government control, oil outside of Canada.

C. *Lumbering*—Hardwood and softwood forests, soil, etc., timber and pulp trees, modern lumbering techniques.

*Quillen and Hanna, *Education for Social Competence,* Foresman and Co., p. 55.

D. *Hunting and Trapping*—History, reasons for decline, competition, domestic furs.

or

The Tourist Industry—Importance, exports, summer and winter, attractions for tourists, local provincial and national attractions, special attractions and events.

E. *Fishing*—Importance, Pacific and Atlantic fisheries, inland fisheries.

UNIT II SECONDARY INDUSTRIES AND OCCUPATIONS OF CANADIANS

Primary Reference

DISCOVERING OUR LAND: Tomkins et al

Content

A. *Manufacturing of Farm Products*
   1. Flour milling and cereals
   2. Meat packing
   3. Other Fields of Manufacturing which Should be Investigated:
      (a) Animal foods
      (b) Breweries
      (c) Butter and cheese making
      (d) Glue factories
      (e) Grading and packing eggs, fruit and vegetables
      (f) Leather tanneries, shoes and leather products
      (g) Soap making
      (h) Sugar beet factories
      (i) Vegetable and fruit canning
      (j) Woolen mills
   4. Manufacturing of Imported Raw Materials, e.g., Cotton

B. *Manufacturing of Mine Products*
   1. Oil products—fuel, lubricants, wax
   2. Asbestos Shingles, Insulation—Siding
   3. Other Fields of Manufacturing which Should be Investigated:
      (a) Natural gas—fertilizers—gunpowder, plastics
      (b) Coal, fuel, coke, nylon
      (c) Manufacturing machinery—household furnishings—vehicles, tin cans
      (d) Precious metals—gold, silver, jewels
      (e) Sand—clay, building materials (cement, bricks, pottery, glass, talc powder)
      (f) Salt—chlorine products, glass
      (g) Radium and uranium—power (Chalk River) and medical uses
   4. Manufacturing of Imported Raw Materials, e.g., Aluminum

C. *Manufactured Products of Lumber*
   1. Pulp and Paper
   2. Lumbering
   3. Other Fields of Manufacturing which Should be Investigated:
      (a) Boxes
      (b) Furniture
      (c) Matches

(d) Mine props
(e) Rayon
(f) Railway ties
(g) Telephone poles
(h) Tooth picks
(i) Toys

4. Manufacturing of Imported Raw Materials: e.g., Finishing Woods

D. *Fisheries*

1. Processing fish—canning, drying and freezing
   (a) Animal foods
   (b) Cod-liver oil
   (c) Margarine
   (d) Soap

E. *Hunting and Trapping* (optional)

1. Fur Coats and other Clothing
2. Other Fields of Manufacturing Which Should be Investigated:
   (a) Fur pelts
   (b) Buckskin

UNIT III SUCCESSIVE WAVES OF SETTLERS LAID THE FOUNDATION FOR A CANADIAN NATION AND CULTURE

Primary References

I. *GREAT ADVENTURE,* Dickie
II. *STORY OF CANADA,* Brown et al

Content:

I. THE COMING OF THE FUR TRADERS

1. Traders came to acquire wealth.
2. The making of settlements was an obligation laid on the fur trader in return for his privileges.
   (a) Settlements were designed to provide a market for French products.
   (b) Settlements were a means of giving the poor of France a fresh start in life.
   (c) Settlements were necessary to hold the land once it had been explored and claimed.
3. Problems were inherent in the undertaking.
   (a) Settlement was antagonistic to the fur trade.
   (b) The uncertainty of tenure of the monopoly would act against effective settlement.
   (c) Other problems would have to be solved by the settlers and/or their sponsor; choice of site, shelter, food, clothing, protection, transportation.
4. The fur trader's outlook was to use Canada to increase the wealth of France.

N.B.—A study of De Monts, Champlain and the Hundred Associates will supply the material for the development of the foregoing.

II. FIRST EFFECTIVE SETTLEMENT UNDER ROYAL GOVERNMENT (to be developed through the study of such leaders as: Talon, Laval, and Frontenac).

1. The need for settlement and the shortcomings of the fur traders led to government control.
2. To supply the needs of established society the machinery of government was set up under definite heads:
   (a) Law and order under a governor.
   (b) Business administration by an intendant.
   (c) Religious life in the hands of the bishop.
3. The system of organization of society known as the feudal or seignorial system was brought from France and was used to provide the solutions to many of the problems of the times.
   (a) In order to get these people to share in developing an agricultural industry it was necessary to provide them with land, implements and stock.
   (b) It provided a means of organizing loyalties: the seigneur gave allegiance to the governor who represented the king, the habitant to the seigneur.
   (c) It organized defence through the seigneur, the habitant providing labor and materials for defence work.
   (d) It organized public works in the same way, e.g., the construction of roads, bridges, and ferries.
   (e) Feudal organization is suited to the agricultural society but is modified by the development of business and towns.
4. Solutions to the problem of the need for a larger population.
   (a) Bounties for large families.
   (b) Bringing wives for bachelors.
   (c) Prohibitions placed on bachelors and taxes on the fathers of marriageable daughters.
5. Move toward self-sufficiency.
   (a) Shipbuilding and trade (lumber and fish).
   (b) Beginnings of manufacturing — potash, soap, maple syrup, shoes, woolen cloth. (All industries based on readily available raw materials. See Problem I.)
   (c) Mining—copper, iron.
   (d) Agriculture—model farm, hemp, tobacco.
6. Family and social life.
   (a) The larger the family the more hands to work for its welfare.
   (b) Work was from sunrise to sunset so there was little time or energy for formal entertainment.
   (c) Special festive occasions developed from the economic life of the people. May Day to celebrate the coming of the spring, Rent Day (St. Martin's Day) after the harvest was gathered in, Sugaring-off (borrowed from the Indians).
   (d) Education, then as now, arose out of the needs of the people. A boys' school was started by Laval, chiefly for training for the priesthood; also a trade school where boys could learn such trades as those of carpenter, blacksmith, etc.

(e) Religion played a very important part in daily life. It was responsible for education. Laval divided New France into parishes. The parish priest supplied a form of local government. Missionaries were brought to Canada to christianize the Indians.

III. THE COMING OF THE ENGLISH

1. Scottish and English traders came to Quebec and Montreal after the fall of New France.
2. Settlement in the eastern township of Quebec.
3. The restlessness of the rapidly growing English population to the south caused the English government to recognize the French nature of Canada in the Quebec Act.
4. The United Empire Loyalists and how their coming affected Canada.
   (a) The Maritime Provinces.
   (b) The eastern townships of Ontario.
5. Colonization companies and other planned settlements: Simcoe, Talbot, etc.
6. English development of the Maritime provinces and Newfoundland.
   N.B.—The Irish famine and other economic factors in Europe led to some Canadian settlement.
7. The Selkirk Settlements.

UNIT IV THE DEVELOPMENT OF COMMUNITIES IN WESTERN CANADA

A. *Fur Companies Send Agents to Extend the Fur Trade*

1. Hudson's Bay Co.—Kelsey, Henday, Hearne
2. N.W. Company—MacKenzie, Fraser, Thompson
3. Companies merge—Seven Oaks

B. *Exploration and Settlement of the West are Extended*

1. Communities develop around trading posts
   (a) Selkirk Settlements
   (b) Other Settlements
      i. Cumberland House
      ii. Fort Edmonton
      iii. Fort Victoria
      iv. Prince George
2. Settlement of B.C. stimulated by the gold rush
3. The Scientific Explorers
   (a) Palliser
   (b) Simpson
   (c) Hind
   (d) Macoun

C. *Government Action in Opening the West*
   1. The Land Act 1872
   2. North West Mounted Police
   3. Railways Stimulate Community Settlement
   4. Survey System
   5. Immigration Policy (Sifton)

D. *Pioneer Life in Our Community*
   1. Acquiring a Homestead
   2. Pioneer Homes
   3. Products and Methods of Farming and Ranching
   4. Local Transportation and Communication
   5. Recreation

E. *Immigration*
   1. Early Rural Settlers
      (a) British
      (b) Ukrainian
      (c) Scandinavian
      (d) German
      (e) Others
   2. Recent Urban Settlers
      (a) Dutch
      (b) Hungarian
      (c) German
      (d) Italian
      (e) British
      (f) Others
   3. Contributions Made Toward Our Culture

UNIT V GOVERNING OUR COMMUNITY

A. *Organization of Local Government*
   1. Elected Officials
      (a) Mayor and Councillors
      (b) Special Boards, e.g., school, hospital
   2. Appointed Officials
      (a) Commissioners
      (b) School Superintendents
      (c) Other Civic Employees
   3. Local Elections
      (a) Nomination of Candidates
      (b) Voters' Lists
      (c) Voting Procedures

B. *Responsibilities of Good Citizens*

C. *Services Provided by Local Government*
   1. Improvement of Education and Recreation Facilities
   2. Improvement of Health, Welfare and Safety Measures

SOCIAL STUDIES VIII

Course Content

Primary References:

I *THE COMMONWEALTH OF NATIONS,* McDougall, Moore

II *THE MODERN COMMONWEALTH,* Kostek, Braund and Woods

Note: It is expected that appropriate attention will be given in Grade VIII Social Studies to current events, particularly those that are pertinent to the topic being studied.

I GEOGRAPHY OF THE COMMONWEALTH

A. *Overview*
I - 1-9

1. The meaning of the British Empire and British Commonwealth
2. London—The Heart of the Commonwealth
   I - 22-31
   II - 96-97
3. Self-governing countries within the Commonwealth: Canada, United Kingdom, Australia, New Zealand, India, Pakistan, Ceylon, Ghana, Federation of Malaya, Cyprus, Nigeria, Sierra Leone, Jamaica, Trinidad, Tanganyika, Uganda, and others
4. Countries outside the Commonwealth but affiliated with it: Ireland, Burma
5. The Empire: wholly self-governing colonies to those ruled by an appointed council

B. *A Study of General Geographic Knowledge*
I - 9-11; II - 6-22

1. Latitude
2. Longitude
3. Time
4. Seasons

C. *A Study of the Geography of some of the Self-governing Countries of the Commonwealth and of one of the Crown Colonies such as Fiji or British Guiana*
I - 9-11, 33-41, 274-282, 310-311, 335-346, 356-360, 387-389, 399-402, 407-408, 410, 424-428, 454-460;
II - 112-113, 151-170, 171-181, 182-199, 202-261, 263-354

1. Location
2. Climate
3. Physical features and drainage
4. Chief industries
5. People—density of population, living standards, races, religion
6. Capitals, chief ports, other cities

II THE PROBLEMS AND ACHIEVEMENTS OF COMMONWEALTH TRADE

A. *Intra-Commonwealth Trade*
I - 17-20; II - 102-105, 255-256, 165-166, 351, 304-305, 334-335

1. Sources of and markets for raw materials
   a. Agricultural products
   b. Mining products
   c. Forest Products
   d. Fishing products
2. Sources of and markets for manufactured products

B. *Historical Background*
I - 12-17, 125-127, 347-348, 360, 390, 402, 408-409, 428

1. Primitive trade
   a. Barter
   b. Factors limiting trade
      i Little surplus
      ii Lack of knowledge
      iii Hostility between tribes
      iv Poor communications
   c. Examples of materials bartered
      i Salt
      ii Iron
2. The Middle Ages
   I - 57-60, 64-66
   a. The Crusaders introduced new goods and ideas
   b. The traders of Western Europe carry their goods to the East
   c. English wool earns a good reputation in other markets
3. The Indian Revolution
   a. The enclosure movement
   b. The growth of cottage industry
   c. The rise of the factory system

C. *Historical Advantages of Commonwealth Trade*

1. To Britain
   a. Source of raw materials
   b. Markets for manufactured goods
   c. Food
2. To the colonies
   a. Assured markets
   b. Sources of manufactured products

D. *Advantages of Commonwealth Trade Today*

1. Mutual trade agreements
2. Assured markets
3. Complementary products
4. Business connections
5. Common language and customs
6. Preferential tariffs
7. Protected routes

III DEVELOPMENT OF THE COMMONWEALTH

A. *Canada*
(N.B. 1, 2, and 3 are review.)
I - 173-180, 183-184, 193-199, 200-209, 209-215

1. British victory
2. Successive waves of migration lead to adjustment through legislation
   a. Quebec Act
   b. Constitutional Act
   c. Act of Union
   d. B.N.A. Act
3. Canada becomes a full-fledged member of the Commonwealth
   I - 469-474, 479-486
   a. Defence
   b. Diplomacy
   c. Legislative function
   d. Making of war and peace
   e. Judiciary
4. Commonwealth ties
   a. Governor-General
   b. Amendment of Constitution

B. *Other Members of the Commonwealth (compared with Canada)*

1. In Asia
   I - 271-318
   India and Pakistan
   a. Early history
   b. British East India Company
   c. Colonial status
   d. Indian mutiny
   e. Movement for self-government
      i Nationalism
      ii Political parties
      iii Gandhi and Jinnah
      iv Partition
      v Republic status for Indian and Pakistan

f. Internal problems of India and Pakistan
   i Overpopulation
   ii Poverty
   iii Illiteracy
   iv Many languages
   v Distribution of wealth
   vi Lack of industrialization
   vii Political problems—military government in Pakistan
   viii Caste system—India

   and *ONE* of
   CEYLON, MALAYA, CYPRUS
   I - 315-323

Ceylon
   I - 315-318
a. Early trading centre
b. Portuguese control
c. Dutch control
d. British influence and control
e. Colonial government
f. Movement for self-government
g. First woman prime minister
h. Movement towards republican government
i. Problems
   i Caste system
   ii Religious and political strife
   iii Food production
   iv Irrigation
   v Lack of industrialization

2. In Africa
   In West Africa
   One or more of Ghana, Nigeria, Sierra Leone
   In East Africa
   One of Tanganyika, Uganda
   I - 397-413

Ghana
I - 397-405
a. Early Portuguese influence
b. Slave trade
c. British influence
d. Abolition of slavery
e. Exploration of interior
f. Indirect tribal rule
g. Movement for independence
h. Nkrumah
i. Republican status
j. Problems and conditions
   i Dependence on one-crop economy
   ii Political uprisings
   iii Industrialization
   iv Disease and illiteracy

3. In Australia and New Zealand
   I - 325-351, 351-363
   History and development from colonies to Commonwealth

4. In the Caribbean
   One of Jamaica, Trinidad

C. *Former Members of the Commonwealth*

1. The American colonies
   I - 170-173, 180-186
   a. Typical colonies (Virginia and Massachusetts)
   b. Names and locations of the first thirteen colonies
   c. Evolution of colonial government
   d. Reasons for Revolutionary War

2. In Europe: Ireland
   I - 119-121
   a. Attempt to subjugate Ireland
   b. Religious difficulties
   c. Absentee landlords
   d. An uneasy union
   e. Irish nationalism triumphs
   f. Present status of Ireland

3. In Africa: Union of South Africa
   I - 371-395
   a. Dutch colony
   b. Coming of the British
   c. Causes of hostility
   d. Boer War
   e. Nationhood
   f. The builders: Rhodes, Botha, Smuts
   g. Racial problems (apartheid)
   h. Withdrawal from Commonwealth

IV CANADIAN INSTITUTIONS HAVE BEEN MODELLED ON BRITISH INSTITUTIONS

I - 509-514

A. *The Family*

1. Function of the family as a social unit

2. Responsibilities and relationships of members
   a. Care of children
   b. Training of children
   c. Passing on of culture

B. *Everyday Work*

1. Pride in work

2. Acceptance of Trade Unions

3. Responsibility of management for the welfare of workers
4. Apprenticeship
5. Workmen's Compensation
6. Pensions

C. *Trade and Industry*

1. Fair trade practices
   a. Standardization of weights and measures
   b. Non-adulteration of goods
2. Formation of companies
3. Banking—dependability of banks

D. *Communications*

1. Language
2. Radio and Television (Partly private and partly government operated)
3. The press

E. *Health, Welfare and Safety*

1. Concern for Public Health
2. Respect for policemen
3. Respect for traffic regulations

F. *Government*

1. Free speech
2. Freedom of the press
3. Parliamentary government
4. The cabinet system
5. Parliamentary procedures
6. Universal suffrage

G. *Justice*

1. Fair play
2. Innocence until proven guilty
3. Common law based on:
   a. Respect for the individual
   b. Precedent

H. *Education*

1. The grade system
2. The right to an education
3. Free education

I. *Recreation*

1. Fair play
2. Team spirit
3. Importance of relaxation through physical activity
4. Games: golf, soccer, football
5. Literature: drama, prose, poetry
6. Radio
7. Movies: the documentary film

J. *Christian Traditions*

1. Sunday observance as a day of rest and recreation
2. Respect for the Christian Church
3. Freedom of religion

V THE DEVELOPMENT OF DEMOCRATIC GOVERNMENT IN BRITAIN

A. *The Feudal Period (Alfred, 871, to Henry III, 1272)*
I - 41-45, 46-74, 88-90

1. Anglo-Saxon Feudalism (871-1066)
   a. England divided into small districts each with overlord. Thanes administered justice—trial by ordeal or fire
   b. King's power limited by powerful overlords. Wittan assisted king in ruling
   c. Few taxes—no royal responsibility for roads or other public works—little trade with other countries
   d. Civil service—just as the king's personal servants
2. Norman Feudalism (1066-1272)
   a. William the Conqueror:
      i Kings own all the land—lords forced to swear allegiance —strong centralized government
      ii Domesday Book for taxation purposes
      iii King's Council—advisory body of the king
   b. Richard I—spent so much time abroad that King's Council ruled the country
   c. Henry II—set up jury trials, circuit judges and grand juries—started customs duties
   d. John I—attempted to gain complete power from barons but was forced to sign Magna Carta

B. *Decline of Feudalism (1272-1485)*
I - 74-77

1. Edward I's Model Parliament
2. Wars of the Roses
   The Tudor Period (1485-1603)

C. I - 77-80

1. Henry VII established Court of Star Chamber
   Imposition of taxes to raise money for defence
   The Livery and Maintenance Act—prevented lords from keeping their own armies. Parliament contained more bishops and abbots than lay peers

2. Henry VIII—secured support of Parliament to eliminate power of the Pope in England—state more powerful than church

3. Elizabeth — the rise in power of Parliament — withdrawal of monopolies

D. *The Stuarts and the Commonwealth (1603-1688)*
I - 80-82

1. James I — "Divine Right of Kings" — effect of not calling Parliament over a period of years

2. Charles I—"Divine Right". Petition of Rights 1628—open conflict between King and Parliament

3. Commonwealth Rule—Cromwell as much a dictator as the king had been

4. Restoration

   a. Charles II — ruled through Parliament — selected small executive (Cabinet)

   b. James II—attempted to rule against wishes of Parliament—bloodless revolution of 1688

E. *The Rise of the Whigs and Tory Rivalry (1689-1815)*
I - 85-87

1. William of Orange—agreed to give up power to Parliament (Bill of Rights 1689)

2. Growing power of Parliament

3. Rise of the Party System

4. Cabinet and Prime Minister

5. George—attempted to regain lost monarchial power

F. *The Period of Political Reform (1816-1928)*
I - 92-106

1. First Reform Bill

2. Chartist Movement

3. Second Reform Bill

4. Third Reform Bill

5. Parliament Act 1911

6. Woman Suffrage

VI BRITISH CULTURAL INFLUENCES ON CANADA HAVE BEEN MODIFIED BY THOSE OF AMERICA

I - 468, 509-510

A. *The Means by Which American Influence on Canada Is Felt*

1. Reading material—newspapers, magazines, books
2. Relatives
3. Tourist travel—visits to United States, visits from United States (proximity of Canadians to United States—90% live within 100 miles of border)
4. Entertainment—radio programs, movies, TV
5. Business connections—manufacturing firms, oil industry

B. *Ten Areas of Living Affected by American Culture*

1. Food
2. Clothing
3. Shelter
4. Recreation
5. Leisure
6. Religion
7. Art
8. Governing and guarding health
9. Governing and guarding welfare
10. Governing and guarding safety

SOCIAL STUDIES IX

Course Content

Note: It is expected that appropriate attention will be given in Grade IX Social Studies to current events. This should include not only events pertinent to the topic being studied, but also to events of provincial, national and world importance. The activities of the United Nations and a study of the United Nations and its related agencies should be included in Grade IX current events.

Approximately 15% of the time should be devoted to current events.

I THE WAYS IN WHICH ENVIRONMENT AFFECTS LIVING

References:

I *CANADA IN THE WESTERN WORLD,* McDougall and Finn

II *WORLD GEOGRAPHY,* Bradley

A. *A Survey of Factors Influencing Settlement in Various Parts of the World*

I - 5-18; II - 1-18

1. Language
2. Religion
3. Government
4. Transportation
5. Communication
6. Opportunities for Trade
7. Type of Climate
8. Surface and Climate
9. Standard of Livings

B. *General Geography: Its Application to the Americas*
I - 21-55; II - 32-210

1. Factors influencing climate:
   a. Latitude
   b. Winds
   c. Altitude
   d. Nearness to large bodies of water
   e. Ocean currents
2. Surface features and natural regions of the Americas
   a. Tundra regions
   b. North forest regions
   c. Mediterranean - type climates
   d. Desert lands
   e. Dry grasslands
   f. Humid continental lands
   g. Humid sub-tropical lands
   h. Savannas
   i. Tropical jungles
   j. Mountain regions
   k. Hill regions
   l. Plateau regions
   m. Plains

C. *The Use of Natural and Human Resources Determines Standard of Living*
I - 391-431; II - 248-292

1. Factors influencing standard of living
   a. Density of population
   b. Natural resources
   c. Extent of trade
   d. Interchange of ideas
2. Standard of living in Latin America as influenced by:
   a. Development of mineral resources
   b. Development of agricultural resources
   c. Development of human resources
   d. Development of electric power
   e. Development of transportation and communication
   f. Development of manufacturing and trade
   g. Development of social legislation

II INDUSTRIAL EXPANSION HAS LED TO LABOR AND BUSINESS ORGANIZATION

A. *Types of Businesses Evident in Community*
Ways in which labor is regulated in local industries
(Hours of work, unemployment insurance, school leaving age, etc.)

B. *Historical Background of Regulation of Working Conditions*
I - 329-339

1. Effect of Industrial Revolution and breakdown of guilds on workers
2. The reformers
   a. Owen
   b. Shaftesbury
   c. Cobbett
   c. Peel
3. The reforms
   a. Factory and Mines Act
   b. Abolition of Combination Acts
   c. Corn Laws
   d. Poor Law
   e. Ten Hour Act
   f. Housing Act
   g. National Health Act
   h. Workmen's Compensation Acts
   i. Unemployment Insurance Acts
   j. Old Age Pensions
4. The Labor Movement
   a. Repeal of Combination Acts
   b. Introduction of collective action
   c. Foundation of Labour Party

C. *Organization and Regulation of Labor*
I - 339-349

1. In Canada and U.S.A.
2. In Alberta (Alberta Labour Act)
   a. Minimum wages
   b. Hours of work
   c. Union membership
   d. Safety and Welfare regulations
   e. Compulsory education
   f. Workmen's compensation

D. *Social Legislation Affecting Canadian Workers*

1. Unemployment Insurance
2. Housing Acts
3. Family Allowances
4. Old Age Pensions
5. Hospital and Medical Schemes (municipal and provincial governments)

E. *History of Organization of Business*
I - 317-328

1. Early trading companies

2. New needs for business organizations arising out of Industrial Revolution

3. New types of business organization
   a. Partnerships
   b. Corporations
   c. Co-operatives
   d. Government enterprises
   e. Cartels
   f. Trusts

4. Co-operative Enterprises in Alberta
   a. U.F.A.
   b. U.G.G.
   c. Wheat Pool

III AMERICAN CULTURE WAS DEVELOPED THROUGH EUROPEAN SETTLEMENT

Introduction

1. Definition and use of terms "Latin America"
2. Countries, capitals, and climatic regions of Latin America
3. Exploration and settlement
4. Natives
5. Present political status of Latin countries

A. *Movement of Peoples to and within the Americas*

1. The Caribbean Region (Spanish Conquistadors)
   I - 79-104

2. South America
   I - 107-112, 116-123.
   a. Spanish Penetration
      i Peru—Pizzarro
      ii Chile—Valdivia
      iii Columbia—Quesada
      iv Argentina—Mendoza
   b. Portugese Penetration and Settlement
      i Brazil—Cabral, Sousa

3. United States (Colonial Period)
   I - 173-191
   a. English Settlements in Virginia, Maryland, New England, Carolina, Georgia
   b. Dutch Settlements
   c. Swedes and Finns
   d. Spanish in Florida and Louisiana

4. United States Internal Movements
I - 259-276

a. Before 1800

i Long Hunters—Boone, Herrod

ii Settlement of North-West Territory

b. After 1800

i Settlement of Florida, Texas, Oregon, California

ii Settlement of the Western Prairies — Homestead Act, Railway Building

5. The United States, Immigration 1820 to 1920
I - 291-301

B. *The Development of Distinctive Cultures by Settlers of the Americas*

1. Economic Life and Customs affected by culture of homeland, culture of natives, natural resources, geography and occupations
I - 96-101, 132-135, 272-280

2. Struggle for Independence
I - 197-206, 207-219, 221-228, 131-140

C. *Modern Conditions and Problems*

1. Unstable government
I - 134-138, 215-218

2. Arising from Industrialization

3. Arising out of Relations within the Western Hemisphere

a. Trade

b. Pan American Union

c. American-Canadian Joint Defence Plans

4. Relations with the world beyond the Western Hemisphere

a. British Commonwealth

b. United Nations

c. N.A.T.O.

d. Geneva Conventions

IV THE EFFECT OF INDUSTRY ON HOME AND COMMUNITY LIVING

A. *The Family*
I - 351-352

1. Function in present day as compared with pioneer times

2. Roles and responsibilities of family members

3. Health, education and recreation of family members

B. *The Home*
I - 352-355

1. Physical aspects of present and pioneer homes
2. Effect of labor saving devices on home life
3. Housing problems in urban and rural areas
   a. Slum clearance
   b. Low rental housing projects
   c. Social legislation

C. *The Community*
I - 355-359

1. Definition
2. Present day and pioneer communities
3. Interdependence of people within a community
   a. Professional services
   b. Recreational services
   c. Protective services
4. Effects of industrialism on community living
   a. Growth and shift of population
   b. Need for community planning
   c. Welfare and service clubs
5. Present day social and special services
   a. Sanitation
   b. Hospitals and sanitoriums
   c. Welfare and service clubs

V DEMOCRATIC GOVERNMENT IN CANADA

A. *Machinery of Government*
I - 231-232

1. British government
   Queen, prime minister, cabinet, houses of parliament
2. Canadian government
   Modelled on British
3. Provincial governments in Canada

B. *Division of Powers by B.N.A. Act*
I - 239-243

1. Federal
2. Provincial
3. Revisions of B.N.A. Act

C. *Passage of a Bill Through Parliament*
I - 248-250

1. Federal
   Work of the Legislature, Committees, Royal Commissions
2. Provincial

D. *Local Representation in Federal and Provincial Governments*
I - 250-251

1. Representation by population (geographic)
2. Electoral districts
3. Redistribution of seats

E. *Revenue*
I - 243-247

1. Federal (direct or indirect taxes, tax-rental agreements)
   a. Personal income tax
   b. Corporation income tax
   c. Inheritance tax
   d. Customs and excise tax
2. Provincial revenue
   a. Federal grants
   b. Revenue from public lands
   c. Direct taxes of gasoline, amusement, licenses

F. *The Work of the Executive*
I - 252-254

1. Prime Minister and Cabinet
2. Departments
3. Branches
4. Commissions

G. *The Judiciary*

H. *Canada Becomes a Nation*
I - 232-239, 247-248, 252

1. Military Government
2. Crown Colony
3. Quebec Act
4. Constitutional Act

5.	Durham Report	1839
6.	Act of Union	1840-41
7.	Responsible Government	1849
8.	Confederation	1867
9.	Statutes of Westminster	1931
10.	Citizenship Act	1947
11.	Abolition of Appeals to Privy Council	1949
12.	Canada Amends Her Own Constitution	1952

VI OUR HOMES AND COMMUNITIES PROVIDE FOR MAN'S CULTURAL NEEDS

1. Appreciation for the beautiful and good
2. Need for self-expression

A. *The Home Provides Opportunities for and Direction to Cultural Appreciation and Expression*
I - 359-360

1. Home environment and parental influence
2. Cultural media in the home — radio, musical instruments, books, magazines, handicraft hobbies
3. Parents provide money for lessons outside the home
4. Encouragement in the home to take part in community cultural activities

B. *The Community Expands the Opportunities for Cultural Development*
I - 350-366

1. The school, through direct study and extracurricular activities
2. Other community agencies—church choir, Boy Scouts, Young People's, Girl Guides, music and drama festivals, museums and art galleries

C. *Pleasure and Happiness Are Expressed Through Things Beautiful*

1. Art
2. Music
3. Drama
4. Literature

D. *Faith and Purpose Are Expressed Through Religious Practices*
I - 366

SCIENCE

Objectives

The objective of science teaching is the development of:

1. A scientific attitude
2. The skill to solve problems scientifically
3. An appreciation of the contribution of scientists

SCIENCE VII

Course Content

Text:

I. *SCIENCE ACTIVITIES,* Book 1—Hunt, et al

INTRODUCTION

I PLANTS, FALL ACTIVITIES

A. *The Importance of Plants*

1. Food
2. Shelter
3. Clothing

B. *The Parts of a Plant*

1. The root
   a. Types of roots
   b. Parts of a root
   c. The work of roots
2. The stem
3. The leaves
   a. Classes of leaves
      i net-veined
      ii parallel-veined
   b. How leaves manufacture food
   c. Storage of food
      i annual
      ii winter annual
      iii biennial
      iv perennial
4. The flower
   a. Parts of a flower
   b. Pollination
      i cross
      ii self

C. *New Varieties of Plants*

1. Selkirk wheat
2. Improved and new varieties of potatoes, tomatoes, and corn
3. Work of Dr. Goulden and Luther Burbank

D. *Wheat*
   1. Importance
   2. Parts of plant
   3. Harvesting
   4. Grading
   5. Varieties

E. *Gardening*
   1. Importance
   2. Harvesting
   3. Storage of vegetables
   4. Preparing a garden for winter

F. *Flowers for the Home and Schoolroom*
   1. Ways of starting house plants
   2. Care of house plants

G. *Common Alberta Flowers*
   1. Recognition
   2. Seed dispersal

H. *Plants and Clothing*
   1. Importance of proper clothing
   2. Natural fibres
   3. Synthetic fibres
   4. Care of clothing

II THE EARTH'S CRUST

A. *The Age of the Earth*

B. *The Structure of the Earth*
   1. The four layers
   2. The crust
   3. The interior

C. *Classification of Rocks*
   1. Igneous rocks
   2. Sedimentary rocks
   3. Metamorphic rocks

D. *The Changing Earth*
   1. The destruction of land masses
   2. The building of land masses

E. *Evidence of Pre-Historic Life Found in the Rocks of the Earth*

F. *Kinds of Fossils*
   1. Actual remains
   2. Petrified remains
   3. Moulds, casts and prints
   4. Fossil footprints

G. *Geological Eras, Periods and Epochs*

H. *Four Important Geological Eras*
   1. The Pre-Cambrian Era
   2. The Paleozoic Era

3. The Mesozoic Era
4. The Cenozoic Era

I. Summary

III SOIL AND EROSION

A. *The Importance of Soil*

B. *Composition of Soils*
1. Sand
2. Silt
3. Clay
4. Humus

C. *Soils are Classified as:*
1. Sand
2. Clay
3. Loam
4. Peat

D. *Subsoils*
1. Types
2. Importance

E. *Soil-forming Agencies*
1. Water
2. Temperature change
3. Glaciers
4. Wind
5. Plants
6. Animals

F. *Water in the Soil*
1. Importance as a solvent
2. Movement
3. Retention
4. Conservation

G. *Air in the Soil*

H. *Soil Fertility*
1. Essential minerals
2. Bacteria and inoculation
3. Loss of soil fertility
4. Restoring soil fertility
   a. Use of legumes
   b. Crop rotations prolong soil life
   c. Barnyard manure and green manures
   d. Commercial fertilizers

I. *Soil Erosion*
1. Wind Erosion
   a. Causes
   b. Remedies
2. Water Erosion
   a. Causes
   b. Remedies
3. Soil conservation and government programs

IV WATER

A. *The Importance of Water*

1. Sources
2. Forms
3. Domestic uses
4. For farming
5. Industrial uses
6. Commercial uses
7. Recreational uses

B. *The Water Cycle*

1. What causes water vapor to condense
2. What is the water cycle
3. Making use of the water cycle
4. Hard and soft water

C. *Water Purification*

1. Sources of supply
2. The siphon
3. How water is purified
4. Disposal of wastes
5. A safe supply of farm water

D. *Conservation of Water*

1. Need for conservation
2. How nature provides reservoirs
3. Flood prevention

V PLANTS, SPRING ACTIVITIES

A. *Trees*

1. Parts
2. How we recognize different kinds of trees
3. Planting of trees
4. Care of trees
5. Uses of wood
6. Kinds of wood
7. Importance of forests
8. Forest fires
9. Tree pests
10. Tree diseases
11. Cutting practices
12. Reforestation

B. *Seeds*

1. Parts
2. Germination
3. Storage of food
4. Conditions for germination
5. Germination tests
6. Growth of a seed to a plant
7. Good seed

C. *Gardening*

1. Location
2. Preparation
3. Care

4. Planting
5. Value

D. *Improvement of Grounds*
1. Landscaping
2. Soil
3. Lawns
4. Planning
5. Bedding plants
6. Hotbeds and cold frames
7. Annuals and perennials
8. Bulbs
9. Flowering shrubs
10. Window boxes
11. Arbor Day

E. *Plant Enemies*
1. Diseases
2. Insects
3. Weeds

SCIENCE VIII

Course Content

Text:

I. *SCIENCE ACTIVITIES,* Book 2 - Hunt el al

INTRODUCTION

I THE GREAT ANIMAL KINGDOM

A. *Comparing Plants and Animals*
1. Similarities
2. Differences

B. *Invertebrates — Animals Without Backbones*
1. General characteristics
2. Protozoans
3. Sponges
4. Flatworms and roundworms
5. Segmented worms
6. Spiny-skinned animals
7. Mollusks
8. Arthropods
   a. Crustaceans
   b. Centipedes and millipedes
   c. Arachnids — the spider group
   d. Insects

C. *Vertebrates — Animals With Backbones*
1. Fish

2. Amphibians
3. Reptiles
4. Birds
5. Mammals and some of the chief mammal groups
   a. Insectivores
   b. Bats
   c. Carnivores
   d. Rodents
   e. Rabbits and hares
   f. Hoofed animals

II CONSERVING CANADA'S WILDLIFE

A. *The Necessity for Conserving Wildlife*

1. Direct depletion by man
2. The destruction of habitats

B. *The Balance of Nature*

C. *Methods of Conserving Wildlife*

1. The work of governments
2. The work of farmers and lumbermen
3. Conservation as an individual responsibility
4. The need for conservation of wild flowers
5. The need for conservation of birds
6. Behavior of a conservationist

III MAGNETISM AND ELECTRICITY

A. *Magnetism*

1. Natural magnets
2. Artificial magnets, magnetic poles, keepers, magnetic fields, magnetic shielding
3. Making artificial magnets
4. Magnetic lines of force
5. The Law of Magnetic Attraction and Repulsion
6. The test for magnetism
7. The nature of magnetism
   a. Broken magnets (each part is a magnet)
   b. Molecular magnets
8. The destruction of magnetism
9. The earth as a magnet
10. The compass
11. Everyday uses of permanent magnets

B. *Static Electricity (Electricity at Rest)*

1. Early history of static electricity
2. Production of static electricity
3. Kinds of electrical charges
4. The pith-ball electroscope
5. The gold-leaf electroscope
6. Conductors and insulators
7. Lightning
8. Thunder
9. The control of static electricity

C. *Electricity at Rest and in Motion*

1. Relation between magnetism and electricity
2. The magnetic field surrounding a conductor
3. A conductor cutting the lines of force of a magnetic field
4. Electro-magnets
5. The strength of an electro-magnet
6. The polarity of an electro-magnet (left-hand rule)
7. Uses of electro-magnets

D. *Electricity in Motion*

1. Current electricity
2. The electric circuit
3. Producing electricity chemically
4. A battery (two or more cells)
5. Storage battery
6. An electric generator (dynamo)
7. Alternating and direct current
8. A simple electric motor
9. Electric power plants
10. Sources of energy to produce electricity
11. Electricity in the home
12. Heat from electricity
13. Resistance
14. Heating appliances
15. Light from electricity
16. Mechanical energy from electricity
17. Communications

IV THE SOLAR SYSTEM

A. *Early Ideas About the Universe*

B. *Present Ideas About the Solar System*

C. *The Sun*

D. *The Earth*
1. Revolution
2. Rotation
3. Tilt of axis
4. Causes of day and night
5. Weather in summer and winter
6. Seasons
7. Lengths of day and night in different latitudes
8. Longitude and latitude

E. *The Moon*
1. Our nearest neighbor
2. Rotation and revolution
3. Phases
4. Eclipses (solar and lunar)

F. *The Planets*

G. *Astronomy and the Stars*

H. *The Smaller Objects in the Solar System*

I. *Stars of Many Kinds*
1. Star dwarfs, star giants and double stars
2. Novae
3. The milky way (Star City)
4. Nebulae
5. Galaxies

J. *Artificial Satellites and Looking to the Future*

V WEATHER

A. *Weather Differs from Climate*
1. Weather
2. Climate
3. Types of climate
4. Weather and climate affect our activities

B. *Air Pressure and Weather*

1. Air pressure
2. High and low pressure areas

C. *Winds and Weather*

D. *Water Vapor and Weather*

1. Dew and hoar frost
2. Relative humidity

E. *Clouds and Weather*

1. Cloud formation
2. Types of clouds
3. Rain, snow and hail

F. *Weather Forecasting*

1. Instruments used
2. Symbols on weather charts
3. Setting up of forecasts

VI DOMESTIC ANIMALS

A. *Using and Improving Domestic Animals*

1. Uses of livestock
2. Improvement of livestock by domestication
3. Improvement by selection
4. Improvement by scientific breeding

B. *Cattle*

1. Dairy cattle
2. Production of beef

C. *Livestock for Power, Fibre and Food*

1. Horses
   a. Draft horses
   b. Light horses
2. Sheep
3. Pigs
4. Poultry
5. Honey-bees

SCIENCE IX

Course Content

Text:

I. *BASIC PHYSICAL SCIENCE* — Hogg et al

INTRODUCTION

I MEASUREMENT

A. *Measurement*

1. British and metric units
2. Converting units

B. *Mass and Weight*

II LIGHT

A. *Illumination*

1. Sources of light
   a. Carbon arc
   b. Carbon filament
   c. Tungsten filament
   d. Vapor lamp

B. *Light and Effects*

1. Reflection of light
   a. Image in a plane mirror
   b. Mirror images reversed
2. Refraction of light
3. Lenses

C. *Optical Instruments*

1. A simple camera
2. The eye
3. The telescope

D. *Color*

1. Spectrum
2. Colors of objects
   a. Color of sky
   b. Color of sunset
   c. Color and safety
3. Light waves
   a. Heat and color
   b. The spectroscope
      i infrared light
      ii ultraviolet light
   c. Electromagnetic spectrum

III COMBUSTION AND FUELS

A. *Oxygen and Hydrogen*

1. Composition of air
2. Elements and compounds
3. Oxygen
   a. Preparation and test
   b. Catalyst
   c. A laboratory method of collecting a gas
   d. Oxygen and combustion
   e. Oxides
   f. Molecules and atoms of oxygen
   g. Types of oxidation
   h. Uses of oxygen
4. Hydrogen
   a. Preparation
   b. Chemical reaction

B. *Fires and Their Control*

1. Candle flame
2. Gas burner
3. Household heaters
4. Matches
5. Kindling temperature
6. Dust explosions
7. Spontaneous combustion
8. Control of fire
9. Fire extinguishers
10. Flameproofing

C. *Coal, a Fossil Fuel*

1. Origin of coal
2. Kinds
3. How coal is formed
4. Location of coal fields
5. Mining of coal
6. Uses of coal
7. Distillation of coal

D. *Oil and Natural Gas*

1. Early uses
2. The world's oil supply
3. The location of oil
4. Oil drilling
5. Refining oil
6. Octane number
7. Natural gas
8. Coal, petroleum and natural gas

E. *Carbon Dioxide and the Carbon Dioxide Cycle*

1. Carbon dioxide
   a. Preparation
   b. Test for carbon dioxide
   c. Some properties
   d. Part played in respiration
   e. Part played by photosynthesis
   f. Photosynthesis, combustion
2. The carbon dioxide cycle
3. Carbon dioxide and climate

IV HEAT AND TEMPERATURE

A. *Effects of Heat*

1. Expansion and contraction
   a. Observations
   b. The common thermostat
   c. Molecular Theory
   d. Different substances and the expansion ratio (coefficient)
   e. Contraction on cooling
   f. The expansion of liquids
   g. Water, a peculiar fluid
   h. The expansion and contraction of gases

B. *Transmission of heat*

1. Conduction of heat
2. Convection
   a. Winds, land and sea breezes
   b. Convection currents in water
3. Radiation
4. Absorption of heat
5. The distribution of heat

C. *Temperature*

1. Therory of temperature
2. Measurement of temperature
   a. Touch
   b. Fahrenheit thermometer
   c. The centigrade or celsius scale
   d. Compare fahrenheit and centigrade temperatures
   e. Measuring body temperature
   f. Special-purpose thermometers
   g. Mercury as a thermometer liquid. Alcohol as a thermometer liquid
   h. Low and high temperatures
   i. The use of color as an indication of temperature

D. *Heat*

1. What is heat?
2. Measurement of heat
3. Heat capacity of substances
4. Heat from the sun
5. Heat of combustion

E. *Evaporation of Liquids*
   1. Cooling effect of evaporation
   2. Rate of evaporation
   3. The water cycle
   4. Refrigeration
   5. Boiling
      a. Observations
      b. Pressure
      c. Boiling point at increased pressure
   6. Latent heat of vaporization
   7. Relative humidity
   8. Dew point

V MACHINES

A. *Measurement*
   1. British and metric units
   2. Converting units

B. *Mass and Weight*

C. *Force*

D. *Work*

E. *Efficiency*

F. *Mechanical Advantage*

G. *Power*

H. *Simple Machines*
   1. Inclined plane
   2. Pulley
   3. Wheel and axle
   4. Screw
   5. Wedge
   6. Levers
      a. Centre of gravity
      b. Moments

I. *Energy*
   1. Kinetic energy
   2. Potential energy
   3. Transformation of energy
   4. Conservation of energy
   5. Forms of energy

J. *Properties of Gases*
   1. Molecules and matter
   2. Molecular speed and heat
   3. Molecular speed and weight
   4. Gas pressure
   5. Measurement of gas pressure

K. *Properties of Liquids*
   1. Liquid pressure
   2. Transmission of pressure

L. *Forms of Matter*

M. *Machines Using Certain Liquids and Gas Properties*
   1. Lift pumps
   2. Force pumps

N. *Buoyancy*

VI ENERGY AND TRANSPORTATION

A. *Steam Engines*
   1. Reciprocating engines
      a. The cylinder
      b. Efficiency
   2. Steam turbines
      a. Working principles
   3. Transmission of power
      a. Belts and gears

B. *Internal Combustion Engines*
   1. Vaporization of fuel
      a. Bernoulli effect
   2. Gasoline engines
      a. Four-stroke (cycle) engines
   3. Diesel engines
      a. High compression engines
      b. Four-stroke (cycle) diesels
      c. Two-stroke (cycle) diesels

C. *Aircraft*
   1. Bernoulli's Principle
   2. Components of a force
      a. Horizontal component
      b. Vertical component
   3. Lift and drag forces in flight
   4. Newton's Third Law
   5. Jet propulsion
      a. Simple jet engines

D. *Jets, Rockets and Missiles*
   1. Gas turbines
      a. Turbo-prop and turbo-jet
      b. Contrast with reciprocating engines
   2. Ram jet
   3. Rockets
      a. Basic principles
      b. Rocket motors
   4. Missiles
      a. Powering
      b. Fuels
      c. Controls
         i guided missiles
         ii ballistic missiles
   5. Artificial satellites

MATHEMATICS

Objectives

The Objectives for Mathematics are:

1. To develop an understanding of mathematical concepts and an appreciation of mathematical structure.
2. To develop skill in the use of the fundamental processes.
3. To develop systematic methods of analyzing problems and of presenting their solutions.
4. To develop habits of precise thought and expression.
5. To develop an understanding of the significance and application of mathematics in the modern world.

Authorized Texts

I. Grade VII, *EXPLORING MODERN MATHEMATICS,* Book I, Keedy et al.

SEEING THROUGH MATHEMATICS, Book I, Special Edition, Van Engen et al.

II. Grade VIII, *EXPLORING MODERN MATHEMATICS,* Book II, Keedy et al.

SEEING THROUGH MATHEMATICS, Book II, Special Edition, Van Engen et al.

III. Grade IX, *EXPLORING MODERN MATHEMATICS,* Book III, Keedy et al.

SEEING THROUGH MATHEMATICS, Book III, Special Edition, Van Engen et al.

Note: Unit titles and content are listed below. Scope is as indicated in the authorized texts. Teachers are advised to consult the Grade VII, Grade VIII and Grade IX Mathematics Curriculum Guides for details regarding minimum authorized program, possible sequence, suggested treatment for classes and/or students of different abilities as well as for other pertinent information.

MATHEMATICS VII

A. Text: *EXPLORING MODERN MATHEMATICS,* Book I

Chapter I Numeration Systems

omit p. 26—Multiplication Using Base Five Numerals
p. 28—Other Numeration Bases
pp. 28-29—Section 1.9 Let's Explore
pp. 29-31—Exercises
p. 33—Exercises 13F, 13G
p. 34—Exercise 16

Chapter II Properties of Whole Numbers

Chapter III Points, Lines, Curves and Planes

Chapter IV Factoring and Prime Numbers

Omit Section 4.18 Let's Explore pp. 106-161.
Proof that the sum of two even numbers is even.
Exercises p. 163, 3, 4, 5

4.19 Let's Explore pp.163-164
Proof that the set of odd numbers is not closed under addition.

4.21 Let's Explore pp. 165-66
Proof that the set of odd numbers is closed under multiplications.
The Euclidean Algorithm p. 166

4.22 Let's Explore pp. 166-167

4.23 Let's Explore pp. 167-168
Exercises p. 168

4.24 Let's Explore pp. 168-169

4.25 Let's Explore pp. 169-170

4.26 Let's Explore pp. 170-171

4.29 Let's Explore pp. 171-173
Divisibility 9
Exercises p. 174, 1, 2

4.30 Let's Explore pp. 174-175
Divisibility by 3
Exercises pp. 175-176, 1, 2, 3, 4
Exercises pp. 176-177, 1, 2, 3, 4.

Chapter V Mathematical Systems

Omit Section 5.5, 5.6, 5.7, 5.8, 5.9, pp. 196-204
5.22 Let's Explore pp. 218-219
Proof for additive inverses
Exercises p. 219, 2, 5
Modular Arithmetic pp. 219-220
Exercises p. 220, 1, 2, 3, 4
Mathematical Systems Without Numbers p. 220

5.23 Let's Explore pp. 220, 221, 222

5.24 Let's Explore p. 222
Exercises, p. 222, 1, 2

Chapter VI The Number System of Arithmetic

Chapter VII Figures on a plane

Chapter VIII Measures

Chapter IX

Note: Topics and exercises in the text marked with an asterisk (*) are considered optional and are not required in the minimum program.

B. Text: *SEEING THROUGH MATHEMATICS,* Book I

Unit I *Sets, Conditions and Variables*

Lesson

1. Sentences and placeholders
2. Sets and subsets
3. Sentences, statements, and conditions
4. Sets, conditions, and equations
5. Sets, conditions, and inequalities
6. Finite sets and infinite sets
7. Standard description of sets
8. Sets of points
9. Relating points, lines, and planes
10. Segments and congruent segments
11. Comparing segments
12. The circle
13. Number lines and graphs
14. Multiplication
15. Preparation for division
16. Division
17. Problems involving conditions for equality
18. Problems involving conditions for inequality
19. Solution sets of conditions for equality
20. Solution sets of conditions for inequality
21. Conditions for abstract problems

Unit II *Intersection and Union of Sets*

22. Intersection of sets
23. Union of sets
24. Compound conditions and their solution sets
25. Problems involving compound conditions
26. Intersection of lines and planes
27. Rays and angles

*28. The triangle

29. Regions of the plane

Unit III *Conditions in Two Variables*

30. Ordered pairs
31. Sets of ordered pairs
32. Graphs of sets of ordered pairs
33. Conditions and graphs
34. The Cartesian set N X N
35. Charts and solution sets
36. Compound conditions in two variables
37. Simple conditions for problems
38. Compound conditions for problems

*39. Compound conditions for more complex problems

40. Conditions for abstract problems

Unit IV *Conditions Involving Rate Pairs*

Lesson 41. Equivalent Ordered Pairs
42. Rate Pairs and Ratios
43. Solution Sets of Conditions for Equivalence
44. Problems Involving Conditions for Equivalence
45. Per Cent
46. Problems Involving Per Cent
47. Problems Involving Compound Conditions About Rate Pairs
*48. Abstract Problems Involving Rate Pairs

Unit V *Numeration Systems*

*49. Tally, Code, and Grouping Numeration Systems
*50. Numeration Systems That Have Place Value
*51. Place Value and Digits in Numeration Systems
*52. Egyptian, Roman, and Babylonian Numeration Systems
53. Factors, Powers, and Exponential Notation
*54. Converting Numerals From One Base to Another
*55. Computing in Numeration Systems Other Than the Decimal System
56. Decimal Numerals for Numbers Greater Than One Thousand

Unit VI *The Natural Number System*

57. Equivalent Sets
58. Natural Numbers as Properties of Sets
59. Ordering of the Natural Numbers
60. The Closure Property of Addition
61. The Closure Property of Multiplication
*62. The Commutative Properties
63. The Associative Properties
*64. The Distributive Property
65. Simplifying Expressions
66. The Natural-Number System
*67. A Finite Number System
*68. Zero and One
*69. Composite and Prime Numbers
70. The Unique Factorization Property

Unit VII *The Rational Numbers of Arithmetic*

71. Fractions and Equivalent Fractions
*72. Rational Numbers
73. Ordering of the Rational Numbers
74. Multiplication of Rational Numbers
75. Addition of Rational Numbers
76. Subtraction of Rational Numbers
77. Common Factors and Common Multiples
78. The Natural Numbers Related to Certain Rational Numbers
79. Mixed Numerals Used in Computation
*80. The Commutative Properties
81. The Associative Properties

Lesson
*82. The Distributive Property and the System of Rational Numbers
*83. The Identity Elements
84. Reciprocals and the Reciprocal Property
85. Division of Rational Numbers
86. Decimal Numerals
87. Computing With Decimals
88. Repeating Decimals
89. The Density Property
90. Solution Sets of Conditions in One Variable
91. Conditions In One Variable for Problems
92. Rational-Number Components of Rate Pairs
93. Problems Involving Rate Pairs and Rational Numbers
94. Per Cents Involving Rational Numbers
95. Problems Involving Per Cents and Rational Numbers
96. Problems Involving Comparisons With One
97. Per Cents Related to Rate Pairs with Second Components of One

**Indicates some or all of the lesson may be omitted when offering a minimum program. The teacher should refer to the Curriculum Guide to determine the specific portion that may be omitted.*

MATHEMATICS VIII

A. Text: *EXPLORING MODERN MATHEMATICS,* Book II

Chapter I The System of Integers
omit p. 20 Properties of Addition
pp. 20-21 Section 1.8 Let's Explore
pp. 21-22 Section 1.9 Let's Explore
p. 22 Exercise, number 3

Chapter II

Chapter III Exponents and Scientific Notation
Omit p. 144 Section 3.14 Let's Explore, number 8
p. 150 Exercise, number 6
p. 152 Exercise, number 4

Chapter IV The System of Rational Numbers
Omit p. 171 Section 4.2 Let's Explore
p. 172 Section 4.3 Let's Explore
pp. 175-6 Section 4.13 Let's Explore

Chapter V

Chapter VI More About Integers and Rational Numbers
omit p. 256 Exercise, number 3

Chapter VII

Chapter VIII

Note: Topics marked by an asterisk (*) in the textbook are considered optional, and are not required in the minimum program.

B. Text: *SEEING THROUGH MATHEMATICS,* Book II

Unit VIII Geometry and Measurement

Lesson 98. Measure of a segment
99. Practical Measurement
100. Problems Involving Standard Units of Length
*101. Measure of an Angle
102. Angles Formed by Two Coplanar Lines
103. Angles Formed by Three Coplanar Lines
104. Measures Associated with Triangles
*105. Congruent Triangles
106. The Quadrilateral
107. Area of the Rectangle
108. Area of the Parallelogram and Area of the Triangle

Unit IX Sets of Numbers and Sets of Points

109. Compound Conditions That Include the Connective "And"
110. Compound Conditions That Include the Connective "Or"
111. Compound Conditions in Two Variables
112. The Complement of a Set
113. Intervals
114. Conditions Involving the Idea of "Approximately Equal To"
*115. Conditions in Three Variables
116. Problems Involving Conditions in One and Two Variables
117. Problems Involving Conditions for Equivalence
*118. Problems Involving Conditions in Three Variables
119. Intersections of Lines and Circles
*120. Central Angles and Arcs

121. Polygons
122. Triangles and Related Segments
123. Geometric Constructions
124. Congruent Triangles
125. Areas of Geometric Figures

Unit X The Rational Number System

126. The Natural Numbers and the Rational Numbers of Arithmetic
127. The Positive Rational Numbers
128. The Negative Rational Numbers; the Set of Rational Numbers
129. Ordering of the Rational Numbers
130. Preparation for Addition
131. Sum of Two Rational Numbers
132. Preparation for Multiplication
*133. Product of Two Rational Numbers
134. The Elements of R_a Related to Certain Elements of R
*135. The Commutative Properties
*136. The Associative Properties
137. The Distributive Property and the System of Rational Numbers
*138. The Identity Elements
139. The Additive Inverse and Subtraction
140. The Multiplicative Inverse and Division
141. Using Mixed Numerals and Decimals for Rational Numbers
142. Repeating Decimals for Rational Numbers
143. Positive Integral Powers and Scientific Notation
144. Negative Integral Powers and the Zero Power
*145. Integral Powers and Scientific Notation
146. Equivalent Conditions
147. Inequalities and Compound Conditions
148. Conditions for Problems Involving Rational Numbers

Unit XI The Real Numbers

149. Squares and Square Roots
150. Determining Square Roots
151. The Real Numbers
152. Algebraic Properties of the Real Numbers
153. Order and Completeness Properties
154. Solution Sets of Conditions for Equality
155. Solution Sets of Conditions for Inequality
156. Coordinate Axes and the Real Plane
*157. Conditions in Two and Three Variables
158. Problems Involving Conditions in One Variable
*159. Problems Involving Conditions in Two and Three Variables

Unit XII Measurement

160. Standard Units of Length
161. Greatest Possible Error in Measurement
*162. Precision and Accuracy
163. Computation Involving Approximations
164. Similar Triangles
*165. Trigonometric Rate Pairs
*166. Using a Table of Tangents, Sines, and Cosines
*167. Problems Involving Indirect Measurement

Unit XIII Formulas (This unit optional for an interim period)

168. Relations Determined by $y=kx$
*169. Relations Determined by $y=kx^2$
*170. Relations Determined by $y=\frac{k}{x}$
*171. Relations Determined by $y=\frac{k}{x^2}$
*172. Relations Determined by Conditions for Variation
*173. Problems Involving Conditions for Variation
*174. Formulas Derived from $y/x \frown k/1$
*175. The Use of Formulas
176. Business and Science Formulas
177. Perimeter and Area Formulas

Unit XIV Probability and Statistics

*178. Events and Their Probabilities
*179. Probabilities in a Sample Space
*180. Mutually Exclusive Events
*181. Independent Events
*182. Empirical Probability
183. Organization and Presentation of Data
184. The Arithmetic Mean

**Indicates some or all of the lesson may be omitted when offering a minimum program. The Teacher should refer to the Curriculum Guide to determine the specific portion that may be omitted.*

MATHEMATICS IX

A. *EXPLORING MATHEMATICS,* Book 3

Minimum Program:

Chapter I Applied Problems Conjunctions of Equations

Chapter II Similar Figures

Chapter III Omit, Completing the Square pp. 138 through 140

Chapter IV Omit Long Division and Division of Polynomials pp. 178 through 184

Chapter V Omit Approximately Square Root and Graphical Approximation pp. 238 through 242

Chapter VI Omit L.C.M. of Polynomials and remainder of Chapter, pp. 283 through 305

Chapter VII Geometry in Three Dimensions

Note: (1) Chapter IX is optional for an interim period

(2) Chapter VIII and X are NOT part of the Grade IX program

(3) Content marked by an asterisk (*) or indicated as optional in the text is NOT part of the minimum program

B. *SEEING THROUGH ARITHMETIC,* Book 3, Special Edition

Minimum Program:

Unit XIII—Formulas

Lesson 168. Relations Determined by $y=kx$

169. Relations Determined by $y=kx^2$

170. Relations Determined by $y=\frac{k}{x}$

*171. Relation Determined by $y=\frac{k}{x^2}$

*172. Relations Determined by Conditions for Variation

*173. Problems Involving Conditions for Variation

*174. Formulas Derived from $\frac{y}{x}=k/v$

*175. The Use of Formulas

176. Business and Science Formulas

177. Perimeter and Area Formulas

Unit XV—Plane and Space Geometry

Lesson 185. Inscribed Polygons
*186. Proofs Involving Congruent Triangles
*187. The Pythagorean Property
188. The Pythagorean Property and Problem Solving
189. Circumference of the Circle and the number π
190. Area of the Regular Polygon and area of the circle
191. Lines and Planes in Space
192. Right Prisms and Right Circular Cylinders
193. Surface Areas of Right Prisms and Right Circular Cylinders
194. Volumes of Right Prisms and Right Circular Cylinders
195. Regular Pyramids and Right Circular Cones
196. Volumes of Regular Pyramids and Right Circular Cones
197. The Sphere
198. Surface Area and Volume of the Sphere

Unit XVI—Vectors

*199. Vectors Included in a Plane and In a Line
*200. Scale Drawing as Applied to Vectors
*201. The Pythagorean Property as Applied to Vectors
*202. Equivalent Vectors
*203. Vectors that Represent Velocities and Forces
*204. Problems Involving Component Vectors
205. Addition and Subtraction of Rational Numbers
206. Multiplication and Division of Rational Numbers
*207. Vectors as Ordered Pairs
*208. Sum of Two Vectors
*209. A Mathematical System Whose Elements are Vectors
*210. Product of a Scalar and a Vector

Unit XVII—The Real Number System

211. The Field of Rational Numbers
212. The Field of Real Numbers
*213. A Finite Field
*214. Theorems of the Real Numbers
215. The Ordered Field of Real Numbers
*216. Order Theorems of the Real Numbers
*217. Examples of Indirect Proof
218. Simple and Compound Conditions in One Variable
219. Conditions in Two and Three Variables
220. Problems Involving Simple and Compound Conditions

Unit XVIII—Logic and the Nature of Proof

Lesson 221. The Connectives "and" and "not"
222. The Connectives "if . . . then"
223. The Converse and the Contra positive
224. The Connective "if and only if"
225. Implication
*226. Proof
227. Negation
*228. Indirect Proof
*229. The Nature of a Mathematical System
*230. Proofs of Theorems of Real Numbers
*231. A Geometric System

Unit XIX—Algebraic Expressions

232. Integral Powers
233. Terminology and Agreements Concerning Expressions
234. Polynomials
*235. Sums of Polynomials
236. Differences of Polynomials
237. Products and Factoring Involving Monomials
238. Products of Binomials
*239. Special Products and Their Factors
240. Trinomial Products and Factoring
241. More About Trinomial Products and Factoring
*242. A Comparison of Integers and Polynomials
243. Rational Expressions
*244. Reduction of Quotients
*245. Multiplication and Division of Quotients
*246. Addition and Subtraction of Quotients
*247. The Square Root of a Number
*248. Principal Roots and Rational Powers
*249. Algebraic Expressions

Unit XX—Equivalent Conditions in One Variable

*250. Equivalent Conditions
*251. The Linear Condition $ax + b$
*252. The Linear Conditions $ax + b < o$ and $ax + b > o$
253. Compound Linear Conditions
254. Absolute Value
*255. Conditions Involving Absolute Value
*256. Linear Conditions in Problem Solving

Units XXI Relations and Functions and Unit XXII Systems of Conditions } Are not included in the minimum program for an interim period.

**Indicates some or all of the lesson may be omitted when offering a minimum program. The teacher should refer to the Curriculum Guide to determine the specific portion that may be omitted.*

GRADE VII AND VIII HOME ROOM GUIDANCE

References

No primary references or texts are prescribed for either the Grade VII or Grade VIII Home Room programs but teachers and students may find material of some value in the following books and chapters:

ABOUT GROWING UP: National Forum Inc.,
Grade VII Section I —Chapters 1, 3, 12
Section II —Chapters 8, 12, 17
Section III—Chapter 13
Section IV—Chapters 4, 5
Section V —Chapter 7

BEING TEEN-AGERS: National Forum Inc.,
Grade VIII Section I —Chapter 24
Section II —Chapters 14, 15

These books are available for use in many schools.

As well, the booklet, *OUR PROVINCIAL GOVERNMENT*, contains useful material for the section of the Grade VIII course devoted to a discussion of education in Alberta. The annual report of the Department of Education, the School Act, and the Junior High School Handbook will also prove helpful.

The booklet, *STUDY YOUR WAY THROUGH SCHOOL,* Gerken, (Thomas Nelson & Sons, Toronto) has some suggestions about approach to study that will encourage examination and discussion.

Course Content

GRADE VII

I ORIENTATION

A. *School Routines*

B. *Geography of the School*

C. *General Objectives of Grade VII*

D. *The Home Room*
1. Organization of Home Room Government
2. Home Room Courtesies and Duties

II STUDENT BEHAVIOUR

A. *School Regulations*

B. *Desirable Behavior*

C. *Good School Relationships*

III STUDENT GOVERNMENT

A. *Purpose of Student Government*

B. *Nature and Operation of Student Government*

C. *The Business Meeting*

IV SCHOOL PROGRESS

A. *The Report Card*
   1. What Do Examinations Measure?
   2. Purpose of the Report Card

B. *Understanding the Report Card*
   1. What Letter Grades and Symbols Convey
   2. What Danger Signals May a Report Card Contain?

C. *Desirable Habits of Work and Study*

V EXTRA-CURRICULAR ACTIVITIES

A. *Planning Extra-Curricular Activities*
   1. Difference Between Curricular and Extra-Curricular Activities
   2. Budgeting of Time for Extra-Curricular Activities

B. *Possible Extra-Curricular Activities*

C. *Leisure-Time Activities*

D. *Hobbies*

GRADE VIII

I NEW RESPONSIBILITIES IN GRADE VIII

A. *Accepting New Privileges and Responsibilities*

B. *Accepting Responsibility for Self-Development*

C. *School Citizenship*

D. *Responsibility to School Authority*

II IMPROVED SCHOOL ACHIEVEMENT

A. *Student Report Card*
   1. Why a Report of Student Progress is Given
   2. How Report Card Marks Are Determined
   3. What Report Card Marks Mean
   4. How Work-Habits, Personality, and Character Ratings are Determined and What They Mean
   5. Attendance and Promptness

B. *Survey of Pupil Difficulties and Present Learning Techniques*
   1. Collecting the Data
   2. Analysing the Data
   3. Follow-Up

C. *Self-Improvement*

III OUR PUBLIC SCHOOL SYSTEM

A. *One Hundred Years of Development in Public Education in Alberta*

B. *The Department of Education and Its Work*

C. *How Our Local School System Operates*
D. *A World-Wide Drive to End Illiteracy*
E. *Financing Public Education in Alberta Today*
F. *The Problem of Preventing Drop-outs*

IV PLANNING AHEAD

A. *Tours to*:
1. Industries
2. Vocational and Agricultural Schools
3. University Open House
4. Master Farms

B. *Use of Films and Television Programs Which Relate to the World of Work*

GRADE IX GUIDANCE

Objectives

1. To assist students to make a proper appraisal of themselves and to develop wholesome attitudes
2. To assist students to make wise education choices
3. To encourage acceptance of the duties, responsibilities and privileges of citizenship
4. To assist students to prepare for vocational choices

Texts and References:

I *YOUTH AND TOMORROW*—Clarke-Woodsworth
II *FACTS ABOUT ALCOHOL*—McCarthy
III Additional material has been prepared for inclusion in a *TEACHERS' RESOURCE BOOK*: It has been so arranged that the material can be revised from time to time and distributed for replacement purposes.
IV *SUCCESSFUL LIVING*—Peterson
V *GROWING UP*—Billet and Yev
VI *YOU AND YOUR LIFE*—Randalph

Course Content

I Importance of the Grade IX year
—*YOUTH AND TOMORROW* Chapters I, II, III

II Making Headway in Studies
—*YOUTH AND TOMORROW* Chapters IV - VI
—*STUDY YOUR WAY THROUGH SCHOOL*
—*HOW TO TAKE A TEST*

III A. The Individual in Society
—*YOUTH AND TOMORROW* Chapters I, X

B. Alcohol in Our Society
—*FACTS ABOUT ALCOHOL*

IV Career Planning
—*YOUTH AND TOMORROW* Chapters XIII - XV

HEALTH

INTRODUCTION

Purpose

The school health program has evolved because of the concern that a community has for the health of its children. Its purpose is many sided. It includes the total activity which is planned, organized and developed to prepare boys and girls for healthful living. A sound health program consists of instructions, counselling and guidance which through a variety of activities seeks to protect and improve the children's health.

The subject matter of health is important but not in the sense of memorizing the types of muscles in the body, the various kinds of communicable diseases and the values of cleanliness. These facts assume importance only as children incorporate them to their habits and attitudes while adjusting to their environment. The study of health should help boys and girls come to know health principles which they can apply in daily living. There are many skills involved in this approach to the study of health; reading for information, writing to make records, identifying problems, planning together, and evaluation. It implies that teachers should do less telling and more guiding in developing the desirable habits and attitudes in pupils relative to personal, community and national health.

Objectives

Schools seek to provide an educational environment in which the pupil may attain complete development as an individual. The health program contributes toward achieving all of the objectives of education. However, this program makes its greatest contribution to the achievement of physical and mental fitness. Every pupil, to the limit of his nature, needs and capacity, should have the opportunity to develop and maintain good physical and mental health.

Basic Understandings:

An understanding of the nature of the human being—physical, mental, emotional, and social—is basic to successful application of the principles of healthful living.

Good health is a state of complete mental, physical, social and spiritual well-being as well as the absence of disease and infirmity.

Physical and mental health are closely related.

The state of an individual's health, physical and emotional, should be considered in the choice of a vocation for it is a factor in success.

Keeping oneself in good physical and mental health helps one meet more successfully the problems encountered in everyday living.

The principles of good mental hygiene act as guides to the development of desirable personality traits.

Growth and development—physical, mental, emotional, spiritual and social—are a continuing process throughout the life of the individual.

Both are influenced by diet, exercise, rest, relaxation, recreation, and freedom from sickness and accident.

Practices of wholesome and unwholesome living have certain physical and psychological effects upon the human being.

Evaluation in Health Education

The following are some of the purposes which may be served by planning for continuous evaluation of your success in achieving the objectives of the health education program:

1. To develop the pupil's ability to evaluate his achievement in terms of growth, skills, social relationships and to learn about abilities in order that he may become increasingly self-directive and self-confident.
2. To ascertain and appraise pupil health status, interests, needs, attitudes, opinions and practices.
3. To appraise individual pupil and group achievement and understanding in the classroom.
4. To stimulate pupil interest and motivate learning.
5. To help each student to understand his strength and weaknesses.
6. To appraise and judge what has been accomplished on the basis of proposed objectives and outcomes.
7. To locate areas of individual pupil and group instructional needs, e.g. physiology, personal hygiene, community health and nutrition.

Numerous devices are available to accomplish the above purposes. They include teacher-prepared tests and examinations, standardized tests, observations of the pupil in practical situations in and around the school, hypothetical practical situations for testing understandings of health and the ability to apply it wisely. Group discussions are sometimes an effective technique in evaluating group progress.

It is important that health knowledge must be provided in desirable quantity and quality and that the facts and understandings be evaluated. Without this, desirable health behavior is not to be expected.

TEXTS

Grade VII —*HEALTH FOR YOUNG CANADIANS*—Hastie, Simonson, Doherty

Grade VIII —*HEALTH AND FITNESS FOR CANADIAN YOUTH*—Hastie, Simonson, Doherty

Grade IX —*BUILDING HEALTH,* Williams

SECONDARY REFERENCES

H.F.C.Y. —*HEALTH AND FITNESS FOR CANADIAN YOUTH*—Hastie, Simonson, Doherty (Selected chapters of Grade VIII text suitable for Grade IX)

H.F.M.L. —*HEALTH AND FITNESS FOR MODERN LIVING*—Fait

Y.H.S. —*YOUR HEALTH AND SAFETY*—Lawrence, Clemensen, Burnett

H.S.Y. —*HEALTH AND SAFETY FOR YOU*—Diehl and Layton Vaughn

H.L. —*HEALTH FOR LIFE*—Gallagher, Goldberger, Hallock

ADDITIONAL REFERENCES

First Aid to the Injured—St. John's Ambulance

HEALTH OBSERVATIONS OF SCHOOL CHILDREN—Wheatley and Hallock (Teacher's Reference)

HEALTH AND SAFETY FOR HIGH SCHOOL STUDENTS—Leader, Miller, Robinson, O'Keefe, Maxwell: Holt, Rinehart and Winston

GOOD HEALTH TODAY—Phair and Speirs: Ginn and Co.

MODERN HEALTH—Otto, Julian, Tether: Henry Holt & Co., New York

NUTRITION—Mary C. Hiltz: Macmillan Co. of Canada Ltd., Toronto

WONDERS OF THE HUMAN BODY—Anthony Revielle: Macmillan Co. of Canada, Toronto

THE CANADA YEAR BOOK—Queen's Printer, Ottawa

VIRUSES AND THE NATURE OF LIFE—Stanley and Valens: E. P. Dutton & Co. Ltd., New York

MANKIND AGAINST THE KILLERS—James Hemming: Longmans Canada Ltd.

MIRACLE DRUGS AND THE NEW AGE OF MEDICINE—Fred Runfeld: Sterling Publishing Company Ltd.

ALL ABOUT GREAT MEDICAL DISCOVERIES—David Dietz: Random House

THE CURE SEARCHERS—Braithwaite: Ryerson

THE DOCTORS WHO CONQUERED YELLOW FEVER—Ralph N. Hill: E. M. Hale & Co.

MILESTONES OF MEDICINE—Ruth Fox: Random House

GREAT MOMENTS IN MEDICINE—L. F. Ludovici: Ray Publishers, New York

THE STORY BEHIND GREAT MEDICAL DISCOVERIES—Elizabeth R. Montgomery: Dodd, Mead & Co., New York

Note:

1964-1966 ANNOTATED GUIDE TO HEALTH INSTRUCTION MATERIALS IN CANADA

School Health Committee of the
Canadian Health Education Specialists Society
87 pp., 1964. $1.00

P.O. Box 2305,
Station D,
Ottawa, Ontario.

SCOPE AND SEQUENCE CHART

CONTENT

UNITS FOR GRADE VII

Unit I **Looking Ahead:**

A. Growth
B. Variations in Growth and Development
C. Fitness
D. To Smoke or Not to Smoke

Unit II **Safety at Home:**

A. Cause of Accidents
B. Safety to and from School

Unit III **You from the Outside:**

A. Posture—A Telling Sign
B. Skin and Complexion
C. Teeth
D. Grooming

Unit IV **Looking Outside—The Eyes and the Ears**

A. The Organ of Sight
B. The Organ of Hearing

Unit V **Your Framework and Power Plant**

A. Your Body's Framework
B. An Efficient Power Plant

UNITS FOR GRADE VIII

Unit I **Understanding Growth:**

A. How Your Body Grows
B. Variations in Growth
C. Factors Affecting Growth
D. Acceptance of Growth and Its Related Problems

Unit II **Safety at Work and Play:**

A. Safety at School
B. You Play Safely
C. Safety in Sports

Unit III **Nourishing Your Growing Body:**

A. Maintaining Body Needs
B. Measurement of Food

C. Food Substances
D. Food Preparation and Preservations
E. Deficiency Diseases
F. The Current Nutritional Picture

Unit IV Body Machines for Utilizing Foods:

A. The Food Refinery
B. Digestive Disorders
C. Excretion
D. Detecting Disorders

Unit V Progress Against Diseases:

A. Development of Health Knowledge
B. Diseases of the Past
C. Diseases of the Present and Future
D. A Challenge for You (New Drugs)

UNITS FOR GRADE IX

Unit I Respiratory System:

A. Man's Air Conditioner
B. Mechanics of Breathing
C. Diseases and Disorders

Unit II The Circulatory System:

A. History
B. Structure
C. Function
D. Some Factors Affecting the Circulatory Systems
E. Diseases and Disorders
F. First Aid
G. Medical Advances

Unit III The Nervous System:

A. Man's Marvellous Control System
B. Diseases and Disorders

Unit IV The Endocrine System—A Regulator:

A. Structure and Location
B. Functions of the Glands
C. Diseases and Disorders

Unit V Safety on Wheels:

A. Safety on the Highway
B. Safety in Swimming

Unit VI Group Action for Health:

A. The Role of the Community
B. Health Services in Your Community
C. Other Health Services
D. The Role of the Individual in Community Health

PHYSICAL EDUCATION

Physical education is concerned with the development of the whole individual. As well as contributing to the mental, social and emotional well-being of youth, a claim all subjects make, physical education has its unique contribution in developing physical fitness and motor skills in recreational activities which can carry over into adult life.

Every physical education program must motivate the student to engage in activities which develop physical fitness as well as those that are recreational in nature. The program must be challenging and also allow for personal achievement at the various levels of participation. Individual differences, needs and desires must be taken into account in order to provide enjoyment and self-satisfaction.

Objectives of Physical Education

1. The development of a strong body and soundly functioning body systems.
2. The development of recreational and utilitarian skills.
3. The development of a wholesome interest in physical activities for wise and constructive use of leisure time.
4. The development of desirable standards of behavior and the ability to get along well with other people.

PROGRAM ORGANIZATION

There are many activities from which a physical education program may be chosen. In order to insure that a well-balanced program is carried out, however, three principles have been established.

First, the program from Grade VII through Grade X is sequential and there should be a continuous progression in skills from basic to complex. The student should also experience a variety of activities. Therefore the program should be carefully planned with this end in view. It is particularly important that the program in Senior High School be planned with a knowledge of what the student's program has been in the Junior High School.

Second, six kinds of activities are considered to be of major importance in the physical education program. These are designated as core activities. Each of the six categories of activity either is in itself a core activity or includes core activities. The core activities are:

1. Outdoor—Flag Football, Ice Hockey, Softball, Soccer, Field Hockey
2. Indoor—Basketball, Volleyball
3. Dual and Individual—Badminton, Cross-Country Running, Handball, Skating, Track and Field, Wrestling (boys)
4. Rhythmics and Dance
5. Tumbling and Gymnastics
6. Aquatics

Applying the principles stated above, therefore, a sound physical education program for any one year will be organized as follows:

1. Two or more outdoor team games at least one of which must be a core activity
2. Two or more indoor team games at least one of which must be a core activity

3. Two or more individual or dual sports one of which must be a core activity
4. Tumbling and Gymnastics
5. Rhythmics and Dance
6. Aquatics

COURSE CONTENT

Note: In teaching the activities listed below the following areas will be covered: (1) History, (2) Terminology, (3) Rules and Officiating, (4) Selection and Care of Equipment, (5) Skills and Techniques, (6) Team play or games strategy (where applicable), (7) Lead Up Games and Game Variations, (8) Conditioning. Some of these areas will be incidentally taught while others will be taught directly.
Activities not included in the list may be taught with the approval of the superintendent of schools.

I. OUTDOOR TEAM GAMES

A. *Flag Football* (Core)

1. **Skills and Techniques**
   a. Stance of linemen and backfield
   b. Pulling of linemen
   c. Blocking:—shoulder, brush, kick off protection, pass protection
   d. Passing and receiving:—throwing, catching, cutting, pass patterns, pass defence
   e. Central exchanges:—the "T", single wing, punting, field goals, leading
   f. Kicking and receiving:—punting, field goals, receiving a punt or a kick off.

2. **Team Play**
   a. Offensive plays:—quick opening, off tackle, end run, reverse and double reverse, counter, pass plays
   b. Defensive plays:—individual responsibilities, sideline defence, rushing, rotating, stunting, looping, floating.

B. *Ice Hockey* (Core)

1. **Skills and Techniques**
   a. Skating:—starts, stops, backwards, forwards, turns, reverses
   b. Shooting:—forehand, backhand, slap
   c. Passing
   d. Checking:—poke, shoulder, hip, fore, back, blocking shots
   e. Goal tending.

2. **Team Play**
   Power play, penalty killing, offensive and defensive positional play, plays initiated inside the blue line.

C. *Softball* (Core)

1. **Skills and Techniques**
   a. Throwing:—underhand, overhand, sidearm
   b. Fielding:—ground balls, fly balls
   c. Batting:—stance, saving, punting
   d. Base running
   e. Positional play:—catcher, pitcher, basemen, shortstop, outfielders.
2. **Team Play**
   a. At bat
   b. In the field

D. *Soccer* (Core)

Skills and Techniques

a. Passing, receiving, dribbling, heading
b. Trapping:—foot, shin, body
c. Kicking (stationary and moving):—volleying, charging, tackling, throwing, goalkeeping.

E. *Bordenball*

Skills and Techniques:—passing, shooting.

F. *Broomball*

Skills and Techniques:—basic skating skills, goal tending, use of broom.

G. *Curling*

Skills and Techniques

Delivery (in-turn, out-turn, weight); sweeping, skipping.

H. *English Rugby*

Skills and Techniques

a. Running:—swerve, sidestep, change of pace, hand-off, selling
b. Ball skills:—passing, punting, catching, drop kicking, place kicking, dribbling, falling the ball
c. Fielding and tackling
d. Scrum play:—set scrum, loose scrum, line out, wheeling, positional play
e. Back play:—alignment, scrum half, break through, offensive kicking, (short kick, grubber kick, cross kick) reverse play, scissors pass, blind side pass.

I. *Field Ball*

Passing, Shooting.

J. *Field Hockey* (Core)

Skills and Techniques

a. Passing, receiving, dribbling, fielding, tackling
b. Individual defence, bully, corner, roll-in
c. Goal tending.

K. *Speedball*

Skills and Techniques:—dribbling, passing, place and drop kicking, punting, pickups.

II. INDOOR TEAM GAMES

A. *Basketball* (Core)

1. **Skills and Techniques**
   a. Basic stance:—offence and defence
   b. Footwork:—running forward and backward, pivoting, one-two count
   c. Passing, pass-receiving:—two-hand chest, one-hand push, bounce, overhead, hook, baseball, underhand
   d. Shooting:—two-hand set, layup, hook, jump, running one hand, foul shooting
   e. Dribbling:—high, low.

2. **Team Play**
   a. Man to man and zone defences
   b. Screening, overloading, fast break.

B. *Volleyball* (Core)

1. **Skills and Techniques**
   a. Volleying:—position, back court volleying, setting, below the chest
   b. Serving:—underhand, overhand, assisted, arm and hand action
   c. Spiking:—approach, placing, back court spiking, arm and hand action
   d. Blocking:—the jump, recovering the ball off the net.

2. **Team Play**
   a. Offence:—1, 2, 3 (volley, set, spike), rotation of the setter, the fake spike
   b. Defence:—double team blocking, team movement for spikes and tips, team movement when there is no spike.

C. *Floor Hockey*

With the exception of skating, same skills as ice hockey.

D. *European Handball*

Skills and Techniques:—dribbling, shooting, passing, defensive fundamentals.

III. DUAL AND INDIVIDUAL SPORTS

A. *Badminton* (Core)

Skills and Techniques
   a. Serves
   b. Forehand and backhand
   c. Clear, drive, drop, smash, net, round the head
   d. Doubles systems of play.

B. *Cross Country Running* (Core)

Running style, conditioning, pacing, strategy.

C. *Handball* (Core)

Skills and Techniques:—serve, volley, half-volley, lob, killshots, backwall and ceiling shots, doubles systems of play.

D. *Skating* (Core)

Skills and Techniques:—skating forward, backward; stops, turns, starts; figure 3, figure 8, spiral; elementary individual and pair routines.

E. *Track and Field* (Core)

Skills and Techniques

a. Sprints:—starts, running stride, the finish
b. Relays:—baton exchange, types of relay
c. Middle distance:—running stride, hand, arm, leg and foot action, the finish
d. Broad jump:—approach, take-off, the jump, landing
e. High jump:—approach, take-off, kick (western, eastern, belly roll) landing
f. Hurdles:—movement of leading and trailing leg, steps between hurdles, the start, approaching first hurdle, the finish
g. Shot-put:—hand-hold, delivery, release, movement across the circle, recovery
h. Discus:—hand-hold, initial stance, preliminary swings, delivery, movements across the circle, release, recovery.
i. Pole vault:—hand-hold, pole carry, approach, swing up, pull up, body form, landing
j. Hop, step and jump:—approach, take-off, the hop-step-jump rhythm, landing.

F. *Wrestling* (Core)

Skills and Techniques

a. Stance:—on the feet, on the mat, closed stance
b. Breakdowns:—near arm and far ankle, head lever and far ankle, far arm and far ankle
c. Riding the opponent
d. Reverses and escapes:—defensive positions on the mat, wing lock or side roll, escape from underneath, hip lock escape, hip lock escape with cross face
e. Pinning holds:—near wrist and half-nelson, hammerlock and half-nelson, crotch and half-nelson, outside crotch and near wristlock.

G. *Archery*

Skills and Techniques:—stringing the bow, basic stance and position, nocking, holding, drawing and aiming, loosing, novelty shots.

H. *Bowling*

Skills and Techniques:—grip, footwork, release, speed and rhythm, point of aim

Types of delivery:—straight, hook, back up

Types of shots:—strikes, spares, splits.

I. *Golf*

Skills and Techniques:—grip, stance, swing, wood shots, irons, putting, selection of clubs.

J. *Hiking and Campcraft*

1. **Skills and Techniques**

   a. Campcraft:—fire building and safety, outdoor cooking, menu planning, cooking kits and food packing

   b. Knotcraft:—rope whipping, reef knot, bowling, clove-hitch, use of knots, use of lashing ropes

   c. Direction-finding:—sun, watch, stars, compass.

2. **Campsites and Equipment**

   a. Types of camp:—resident family, dual and individual campsites and shelters

   b. Camp facilities and resources, public lands and parks.

3. **Camping Activities**

   a. Campfire activities:—stories, skits, songs, games

   b. Other:—canoeing, swimming, casting, fishing, archery, hiking, ice fishing

   c. Nature study:—birds, leaves, rocks, insects, trees, animals, fish.

K. *Horseshoes*

Skills and Techniques:—grip, turns, stance, step and swing, release.

L. *Personal Defence*

Judo, ju-jitsu, boxing

Note: These sports should be offered only by teachers skilled in the activity and where facilities and equipment ensure the safety of the students participating.

M. *Skiing*

Skills and Techniques

a. On the level:—gliding, steps, skating, step turn, kick turn

b. Climbing:—side step, herring bone, traverse

c. Downhill:—straight turn, traverse stopping, side slipping, other turns.

N. *Table Tennis*

Skills and Techniques

a. Basic stance, grip, service, spins

b. Defensive strokes:—the half-volley, the chop

c. Offensive strokes:—the drive, the drop shot

d. Doubles systems of play.

O. *Tennis*

Skills and Techniques

Grip, stance, footwork, forehand and backhand drives, service, lob, volley, half-volley, smash, double systems of play.

IV. RHYTHMICS AND DANCE (Core)

A. *Dance*

1. **Folk dance:**—basic steps, fundamental and derived
2. **Square dance:**—patter and singing calls, single and double visiting couple, accumulative figures
3. **Social and ballroom dance:**—basic steps in waltz, foxtrot, tango, rumba, samba, current dance steps, dance patterns
4. **Creative or modern dance**
   a. Moving in and through space:—locomotor and axial movement, space design, group design, floor pattern, qualities of movement
   b. Dance techniques:—creative activities, improvisations, abstracts, response to stimuli
   c. Composition principles:—units, variety, repetition, contrast, balance, harmony
5. **Tap dance:**—basic steps, combinations, routines
6. **Ballet.**

V. TUMBLING AND GYMNASTICS (Core)

A. *Tumbling*

Forward roll, backward roll, shoulder roll, dive roll, three-man shuffle, double roll, jump through, nip up, chest roll, fish flop, head spring, neck spring, hand spring, bent and straight arm, round-off cart wheel.

Trampoline

a. Rebounding form—basic form, tuck, pike, jack knife
b. Drops—check drop, knee, hand and knee, seat, front and back
c. Advanced stunts—somersaults, twists, dives and back over.

B. *Free Exercise*

C. *Balances*

Squat, hand and head, forearm, snapdown.

D. *Double Balances*

Foot to hand, thigh stand, knee stand, walk-up shoulder mount, low arm to arm, assisted somersault.

E. *Pyramid Building*

F. *Horizontal Bar* (boys)

Chins, skin-the-cat, monkey hangs, belly grind, front hip circle, short underswing and dismount, low underswing with half turns at end, single knee dismount, single knee mount from swing, single knee circle backward, double knee circle forward, single knee circle forward.

G. *Vaulting Box*

1. Sideways:—squat vault mount, jump off forward (with pike), straddle vault, squat vault, side or flat vault, front vault, stoop vault, dive over box with forward roll, neckspring, headspring, handspring.

2. Lengthways (boys):—squat vault mount, kneeling vault, straddle vault mount, side vault, scissors vault with half turn, forward roll, neckspring, headspring, handspring.

H. *Parallel Bars* (boys)

1. Mounts:—single leg cut on, double leg cut on, lazy man kip, inverted hang to straddle
2. Dismounts:—single leg cut off, double leg cut off, front dismount to side, rear dismount to side
3. Stunts:—jump to cross rest position, jump to cross upper hang, swing from shoulders, stationary and swinging dips, hand walk forward, crab walk on bars, straddle progression, swing through and sit, forward roll to straddle, forward roll, shoulder balance, roll forward from shoulder, roll backward from straddle, kick up-start, front up rise, back up rise, upper arm kip, handstand.

I. *Uneven Parallels* (girls)

1. Mount:—front support mount, back pull over, hang to straddle, pike or swing legs over, knee circle mount
2. Dismount:—handstand ¼ turn, underswing high bar, straddle sole-circle
3. Movements on the Bars:—
   a. Hanging and swinging—underswing high bar ¼ turn, skin-the-cat cartwheel, cast off high bar
   b. Circling the bar—knee circle, hip circle, seat circle
   c. From bar to bar—stem rise, single leg kick-over, eagle regrasp.

J. *Rings* (boys)

Chins or bent-arm hang, inverted hand, swing, basket, single leg cut, in-locate, dislocate.

K. *Balance Beam* (girls)

1. Mounts:—straddle over to sit, squat mount, fence vault
2. Dismounts:—pike jump, English hand balance, cartwheel
3. Locomotor movements:—runs, hops, jumps
4. Balances:—front scale, knee scale, lunge
5. Tumbling stunts—front roll, back roll.

VI. AQUATICS (Core)

A. *Swimming*

1. Adjustment to the water, drownproof techniques
2. Strokes:—front crawl, back crawl, elementary back stroke, side stroke, breast stroke, hybrid strokes
3. Floating, treading water and sculling
4. Diving
5. Life saving (for advanced swimmers)
6. Water games.

B. *Synchronized Swimming*

1. Sculling:—flat scull, head first, feet first, circle propellor
2. Back entries:—back tuck somersault, back dolphin, kip, flying back dolphin
3. Forward entries:—front tuck somersault, front pike, somersault, bent knee front, tuck somersault, porpoise
4. Ballet leg figures
5. Strokes
6. Floating:—back layout, tub, log roll, marlin, waterwheel, shark
7. Individual and group routines and patterns to music.

C. *Water Safety*

ART

Objective

1. To develop the creative ability in all children
2. To develop the powers of observation and visual judgment
3. To develop the capacity for appreciation
4. To develop the special abilities of talented pupils
5. To develop socially desirable habits and good citizenship

Course Content

The suggestions offered in SECTION A may be attempted in any grade and continued with increased growth and profit throughout the three years if so desired. All features should be attempted each year. In SECTION B, a wide choice of crafts is offered. Many of these will be sampled each year, depending upon the conditions experienced and the materials available. At the same time a craft might be profitably carried out throughout the three years if the interest is strong and the student seems to benefit.

Section A

1. Colour and design
2. Illustration
3. Non-Objective Painting
4. Lettering
5. Post-Making
6. Life-Drawing

Section B

1. Lino Cutting
2. Stage Crafts
3. Needlecrafts
4. Stencilling
5. Modelling
6. Soap Carving
7. Dyeing Processes
8. Designing in Materials

CLASSROOM EQUIPMENT

Tack or display boards	Sink
Storage cupboard for paper	Drawing boards
Work tables	Easels

MATERIALS

Newsprint—18" x 24"

Cream manila 12" x 18" and 18" x 24"

Building paper

Tempera colors

Brushes #12 camel hair and #8 long handled hog hair

Water color boxes

Charcoal

Powdered clay

Plaster of Paris

Asbestos powder

Shellac

Paste

Gummed paper

Glue

Battleship linoleum

Masking tape

Rubber cement

DRAMATICS

Texts and References

Primary Reference:

I *ADVENTURES IN ACTING*—Kaasa and Peacock

Secondary Reference:

I *SPEAK UP*—Adams and Pollock (Brett-MacMillan)

This book is useful for the units on Voice and Diction; Enjoying and Presenting Plays, Pantomime, Effective Listening, Radio and Television, Screen Plays, Evaluation Charts.

II *DRAMATIC SERIES*—Queen's Printer, Ottawa, Ontario
Inexpensive but helpful source material

Teacher References:

I *PLAY PRODUCTION*—H. Nelms

A handbook for the backstage worker including casting, stage craft, costumes, make-up, lighting, stage business and acting techniques.

II *MODERN ACTING: A MANUAL*—Rosenstein, Haydon and Aparrow

A handbook containing theory and exercises of pantomimes and improvisations.

III *ON STAGE EVERYONE*—Barnes and Sutcliffe (Brett-MacMillan)

Contains theory and exercises on acting, stage and lighting, terms, stage movement, as well as a number of scenes and a further list containing numbers of characters.

IV *THE STAGE AND THE SCHOOL*—Ommaney (Harpers)

A handbook containing information on play production (back and front stage), technical terms for the stage crew, lighting, sets and costuming, voice production, radio, television and movies.

Objectives

1. To develop the correlation and co-ordination of body and voice
2. To develop flexibility and control of emotions
3. To develop the qualities of co-operation, initiative, and responsibility through participation in play production
4. To develop a measure of evaluation of movies, stage plays, and radio and TV plays
5. To develop an appreciation for plays of higher dramatic and literary value

Course Content

Dramatics in the junior high school has been limited to two courses, one to be offered in Grade IX. The Grade VII or VIII course is not a pre-requisite for the Grade IX course.

Although it is felt that the suggested order of compulsory units will meet with the approval of the majority of teachers, those who wish to alter the order should do so. Although the course has been organized in units to ensure a systematic coverage of content, the understandings and skills acquired in each unit should be continuously utilized and integrated with the work of succeeding units.

The Grade VIII course has been drawn up with three compulsory and two or three other units to be selected from the list of optional units.

The Grade IX course has four compulsory units, with one or two units to be drawn from the list of optional units.

It will be noted that the units on pantomime and improvisation appear in both courses. Students taking dramatics the first time would be expected to spend more time on these units, working gradually from simple exercises to more difficult ones. In the second year it is expected that these units will probably be shorter with emphasis put on the more difficult exercises. A Grade IX class in which the students have not taken dramatics would proceed through the first two units in much the same way as a Grade VII or VIII class would; it would be advisable for such a class to include also the unit on Speech Training.

Units of Study

Grade VII or VIII (Compulsory Units)

Pantomime

—*MODERN ACTING:* A Manual

—*THE STAGE AND THE SCHOOL*

Improvisation

—*MODERN ACTING*

—*THE STAGE AND THE SCHOOL*

Speech Training

—*SPEAK UP*

—*ON STAGE EVERYONE*

Grade IX (Compulsory Units)

The Short Scene

—*PLAY PRODUCTION*

—*ON STAGE EVERYONE*

The One-Act Play

—*PLAY PRODUCTION*

—*A STAGE CREW HANDBOOK*

Grade VII, VIII, IX (Optional Units)

Radio

—*ADVENTURES IN ACTING*

—*SPEAK UP*

Movies

—*THE STAGE AND THE SCHOOL*

—*SPEAK UP*

Television

—*THE STAGE AND THE SCHOOL*

—*SPEAK UP*

Puppetry

—*THE HAND PUPPET*

—*THE MARIONETTE*

Skits

—*ADVENTURES IN ACTING*

MUSIC

Objectives

1. The major purpose of music at this level is to continue the educational and cultural processes begun in the elementary school.

2. The program should be planned to permit the student to have both vocal and instrumental experience if possible.

3. Time Allotment: The ratio of time given to the two basic activities of performance and listening should be approximately two to one; for example, if six periods are given, four should be performance (either choral or instrumental work, or both, with the accompanying ear training, theory, etc.) and two should be music literature lessons. Principals and teachers should attempt to maintain this ratio as far as local conditions permit.

4. In keeping with its designations an exploratory subject, the music program should aim to include as broad a sampling as possible of the various aspects of music, choral, instrumental, theory, elementary composition and history.

Texts and Materials

Records

A band record card 5" x 8" suitable for filing can be obtained from Coles Printing Co., 10103 - 106 Street, Edmonton, Alberta. It has space for recording issued instruments, serial numbers, uniforms, fees, addresses, phone numbers, school, and school credits obtained.

Teacher Manuals:

I *THE BATON IN MOTION* (Conductor's Guide)—Carl Fischer Inc., N.Y.

II *THE BATON* (Majorette instruction book) by Roger L. Lee—Boosey & Hawkes

III *BUILDING THE ORCHESTRA*—C. G. Conn Co., Elkhart, Indiana

IV *GETTING RESULTS WITH SCHOOL BANDS,* by G. R. Prescott—Carl Fischer Inc., N.Y.

V *INSTRUMENTAL TECHNIQUE FOR ORCHESTRA AND BAND* —Willis Publishing Co., 124 E. 4th St., Cincinnati, Ohio

VI *HANDBOOK FOR TEACHING INSTRUMENTAL MUSIC* (I. Cheyette)—Canadian Music Sales, Toronto

VII *SCHOOL BAND AND ORCHESTRA ADMINISTRATION* (Hindsley)—Boosey & Hawkes

VIII *TREATISE ON MILITARY BANDS* (Adkins)—Boosey & Hawkes

Texts:

I *CANADIAN SINGER*, Book VI, VII

II *GUIDE AND ACCOMPANIMENTS TO THE AMERICAN SINGER*, Book 6

III *SINGING TEEN-AGERS*—Pitts et al

Song Books:

I *CANADIAN SONG BOOK* (Melody Edition)—E. MacMillan

II *CLUB SONG BOOK FOR BOYS*, Vol. 1 (Melody Edition)

III *CLUB SONG BOOK FOR GIRLS*, Vol. 1 (Melody Edition)

Sight Singing:

I *777 EXERCISES IN SIGHT SINGING FOR SCHOOLS*, Book 2—Eagleson

II *777 EXERCISES IN SIGHT SINGING FOR SCHOOLS*, Book 3—Eagleson

Teachers' References:

I *SWEET SINGING IN THE CHOIR*—Staton

II *VOICE TRAINING IN SCHOOLS*—Jacques

Course Content

I *THE CHORAL PROGRAM*

- A. Voice Training
- B. Song Singing
- C. Theory
- D. Ear Training and Dictation
- E. Reading
- F. Testing and Classifying Voices
- G. Composing Music
- H. Music Literature

} See text and references

II *THE INSTRUMENTAL PROGRAM* (Band and Orchestra)

- A. Performance
- B. Music Literature
- C. Theory and Sight Reading

} See texts and references

A. Material for Orchestra:

PROGRESSIVE ORCHESTRA FOLIO—Carl Fischer Inc., N.Y. (Vols. 1, 2, 3)

JUNIOR ORCHESTRA ALBUM—Carl Fischer Inc., N.Y. (Vols. 1, 2, 3)

FAVOURITE CONCERT ALBUM—Carl Fischer Inc., N.Y. See Graded Catalog—Carl Fischer Inc., N.Y.

MASTER SERIES FOR YOUNG ORCHESTRAS, including—G. Schirmer, N.Y. Schubert, Greig, Bach, Etc.

GRADED EDUCATIONAL SERIES—G. Schirmer, N.Y. (Vols. 1 to 5)

GREAT MOMENTS IN MUSIC—Canadian Music Sales, Toronto (Bourdon)

EASY STEPS TO ORCHESTRA—Canadian Music Sales, Toronto

A BOOK OF VIOLIN QUARTETS—Canadian Music Sales, Toronto (Watters & Pyle)

SONGS FOR STRINGS (Dalley)—Canadian Music Sales, Toronto

CONCERTMASTER ORCHESTRA—Canadian Music Sales, Toronto. ALBUM (Weaver)

POCHON ALBUM FOR ORCHESTRA—Carl Fischer Inc., N.Y.

ORCHESTRAL TRANSCRIPTIONS—Canadian Music Sales, Toronto (Weaver) (Vols. I and II)

Most of the above publications can be ordered through local music stores.

Other publishers of easy orchestral music are:
Sam Fox Publishing Co., Cleveland, Ohio
Emil Ascher, Inc., New York
Rubank Inc., Chicago, Ill.

B. Material for Band

1. For Beginners

THE HOLMES BAND BOOK—Carl Fischer Inc., N.Y.

THE CHENETTE BAND BOOK—Carl Fischer Inc., N.Y.

THE MOORE BAND COURSE—Carl Fischer Inc., N.Y.

STEP BY STEP—Carl Fischer Inc., N.Y.

BUILDING THE BAND—Rubank Inc., Chicago, Ill.

CONTEST BAND FOLIO—Rubank Inc., Chicago, Ill.

ALL MELODY BAND BOOK (Unison)—Rubank Inc., Chicago, Ill.

FIRST STEPS BAND BOOK—Rubank Inc., Chicago, Ill.

PROMOTION BAND BOOK—Rubank Inc., Chicago, Ill.
(16 easy program numbers)

35 FAMOUS CHORALES—Canadian Music Sales, Toronto
(Yoder and Gillette)

2. For Second Year and More Advanced:

BRIDGING THE GAP—Carl Fischer Inc., N.Y.

GOLDMAN BAND SYSTEM—Carl Fischer Inc., N.Y.

See graded catalogs of:

Carl Fischer Inc., N.Y.

Rubank Inc., Chicago

Southwell Publishing Co., Kansas City

Boosey & Hawkes Co. Ltd., Toronto

Fillmore Music House, 528 Elm Street,
Cincinnati, Ohio

HOME ECONOMICS

Objectives

1. To stimulate an interest in the study of home-making.
2. To help pupils explore and evaluate their interest and abilities and develop skills in this field.

Course Content

The Junior High School Home Economics Program has been planned for three levels rather than for three grades since not all schools are able to offer three full years of home economics.

References:

I *FOODS AND HOME MANAGEMENT*—Dept. of Education, British Columbia

II *HOMEMAKING FOR YOUNG CANADIANS*—Binny et al., J. M. Dent & Sons

III *HOMEMAKERS OF TOMORROW*—Toronto Home Economics Teachers, Longmans, Green & Co.

IV *YOUR HOME AND YOU*—Greer and Gibbs, Macmillan Co.

V *JUNIOR HOMEMAKING*—Jones and Burnham, Longmans, Green and Co.

These books are available at the School Book Branch.

I CONSTANTS

A. *Food and Health*

1. Level One
   a. Canada's Food Guide—food classes
   b. Importance of a good breakfast
   c. Basic cooking and housekeeping skills
   d. Planning, preparation and service of:
      i breakfast
      ii simple refreshment

2. Level Two
   a. Review of daily food needs with emphasis on:
      i lunch or supper
      ii minerals and vitamins
   b. Planning, preparation and service of school lunch or supper

3. Level Three
   a. Food requirements for a junior high school girl
   b. Review of Canada's Food Guide with emphasis on the need for protein, cellulose and water at this age level

c. Food principles and their relations to body needs
d. Introduction of calories
e. Brief review of breakfast and lunch planning
f. Planning, preparation, and service of dinner

B. *Clothing*

1. Level One

a. Basic skills required for handsewing:
i hand hemming
ii overhanding
iii worked buttonhole
iv sewing on buttons and dome fasteners

b. Use of sewing machine as required for making a simple project not requiring a commercial pattern, e.g., cotton apron

2. Level Two

a. Basic skills required for hand sewing:
i slant hemming
ii slip stitch
iii catch
iv woven darn

b. Machine skills—use of buttonholer

c. Seam finishes as required on garment

d. Use of a commercial pattern to make a blouse or duster with short straight sleeves and collar.

e. Weaves—plain, twill, satin

3. Level Three

a. Selection and preparation of pattern and material

b. One personal garment, using a commercial pattern, such as a simple cotton dress or jumper, or a skirt (firmly woven blends or cotton) with blouse, or pyjamas—cotton or rayon

c. Basic weaves and finishes

d. Seam finishes, hems, and zippers

e. Use and care of the sewing machine

II **ELECTIVES** — Level One — any four electives; Level Two — any four electives; Level Three—any three electives

A. *A Girl's Room*

1. Level Three

a. A good bedroom plan
i storage space
ii furniture arrangement

b. Care of bedroom—daily, weekly, seasonally

c. How to make it attractive and pleasant

B. *First Aid*

1. Level Two
   a. Treatment of accidents in and around the home

C. *Home Care*

1. Level One
   a. General care of the home economics center
   b. Laundry for home economics center and care of school aprons
2. Level Two
   a. Housekeeping practices necessary for the maintenance of a clean orderly home
   b. Personal laundry
   c. Family wash
   d. Ironing and pressing
   e. Removal of common stains
3. Level Three
   a. Care of family possessions
   b Help to make home clean, comfortable and well ordered

D. *Home Care of the Sick*

1. Level Two
   a. Home care of the sick
   b. Preparation of a tray for a bed patient

E. *Improving Personal Appearance*

1. Level One
   a. Meaning and importance of good grooming based on health practices for junior high school
   b. Good grooming

F. *Learning to Look Your Best*

1. Level Two
   a. Development of daily and weekly grooming routine
   b. Care of clothing
   c. Choosing lines and color for good appearance

G. *You at Your Best*

1. Level Three
   a. Development of social graces in the home and public places
   b. Health habits and grooming as a basis for vitality and an attractive appearance
   c. Care of clothing—daily, weekly, and seasonally

H. *Learning to Care for Children*

1. Level Two
   a. Responsibility a junior high school girl may assume as a helper in caring for younger children

I. *Home Related Arts and Crafts*

1. Level One
   a. Simple embroidery
   b. Development of awareness of good design
2. Level Two
   a. Basic knitting stitches—purl, plain
   b. Completion of one simple knitting project
3. Level Three
   a. Application of good design principles and creative ability to two craft projects:
      i decorative stitchery
      ii hemstitching
      iii huck weaving
      iv crochet
      v knitting
      vi smocking

J. *Personal Relations*

1. Level One
   a. Personal and social development
   b. Simple entertaining
   c. Etiquette in classroom
2. Level Two
   a. Role of the junior high school girl in the home
   b. Behaviour in public
   c. Simple entertainment at lunch and tea
3. Level Three
   a. Family relations
   b. Contributing to family happiness

K. *Safety and Good Management*

1. Level One
   a. Awareness of need for safety
   b. Safe work habits at home and at school
   c. Principles of good management
   d. Good organization in work areas
2. Level Two
   a. Continued attention given to safety
3. Level Three
   a. Continued attention given to safety

L. *Time and Money Management*

1. Level Three
   a. Good management in spending time and money
   b. Wise shopping principles
   c. Care and repair of clothing

INDUSTRIAL ARTS

General Objective

Industrial Arts education is concerned with interpreting to all youth the world of work with industry a salient component.

The course contains 15 units of work which may be chosen from nine areas.

Specific Objectives

1. To develop an understanding of the productive aspects of society.
2. To provide exploratory experiences in the various technologies prevalent in the world of work.
3. To provide an opportunity for students to apply their skills in mathematics, science and English to the solution of practical problems.
4. To provide an introduction to the multiplicity of occupational opportunities.

Areas of Study

1. Power Mechanics
2. Metals
   —sheet and bench metal
   —machine shop
3. Electricity-Electronics
   —electricity
   —electronics
4. Computer
5. Wood 1 and 2
6. Plastics
7. Graphic Arts (type setting, printing, silk screen, book bindery)
8. Graphic Communications (photographs, drafting, blue print reading)
9. Industrial Crafts (only two units to be chosen)
   —ceramics
   —art metal
   —leather
   —lapidary

Suggested Organization of Teaching Units

Grade VII

Graphic Arts
Plastics
Leather
Ceramics

Grade VIII

Wood
Electricity
Graphic Communication
Sheet Metal and Bench Metal

Grade IX

Electronics
Power Mechanics
Computer
Machine Shop

Content

ELECTRICITY

1. Use of electricity
2. Meaning of energy and power
3. Sources of electricity
4. Use of conductors and insulators
5. Nature of electricity
6. Measurement of electricity
7. Application of Ohm's law
8. Magnetism
9. Electro-magnetic induction—generator
10. The workings of the simple electric motor
11. The workings of the transformer
12. Safety in electricity

ELECTRONICS

1. The use of electronics
2. Opportunities in electronics
3. The behavior of A.C. and D.C. circuits
4. The effect of capacitance in circuits
5. How microphones work
6. How a P.M. speaker works
7. The effects of a diode in a circuit, on current flow
8. How a power supply works
9. How amplification takes place
10. How an oscelloscope works
11. How radio waves are sent into space
12. How a record player works

WOODWORK

1. System of measurement
2. Kinds of measuring tools
3. Layout tools; types, sizes
4. How to select and care for testing tools
5. How to select and care for sawing tools
6. How to select and care for bench planes
7. Kinds of special planes
8. How to care for edge-cutting tools
9. How to care for boring tools
10. How to apply fasteners
11. Common types of glues and adhesives
12. Selection of smoothing tools
13. Types of coated abrasives
14. Common wood finishes
15. Care and characteristics of sabre saws
16. How to select and care for electric hand drills
17. Care and upkeep of band saws
18. Care, operation and upkeep of wood lathe

GRAPHIC COMMUNICATIONS

Drafting

1. The names and uses of the drawing board and various types of squares
2. Methods of fastening paper to a drawing board
3. Method of laying out a drawing
4. Various methods of dimensioning a drawing
5. Procedure of putting in a title
6. The names and use of conventional lines
7. Techniques of tracing
8. Reproduction of drawings

Photography

1. The camera and its essential features
2. How to take effective artistic pictures
3. Use of accessories
4. Films
5. Film characteristics
6. Characteristics of paper
7. The Dark Room
8. Film development
9. Paper development
10. Contact printing
11. Enlarging

Reading Drawings

1. How to interpret mechanical drawings
2. The relationship between an isometric and orthographic drawing
3. Abbreviations used on drawings
4. How to interpret tables

GRAPHIC ARTS

1. The layout of the California Job case
2. The parts of the monotype
3. The definition of linotype
4. How to justify
5. How to select the right ink
6. How paper is made
7. The different kinds of presses
8. The process of rubber stamp making

POWER MECHANICS

1. Sources of power
2. Engine classification
3. Design and names of major parts
4. Extent of uses of fasteners, hand tools, etc.
5. Safety precautions in handling fuel
6. Names and functions of fuel system
7. Safety regarding operation of moving parts, heat and carbon monoxide
8. Principles of science applied in carburetion
9. Types of carburetors
10. Significance of air-fuel ratios
11. Types of air-cleaners
12. Functions of air-cleaners
13. Kinds of lubricants

14. Purposes of lubrication
15. Causes of oil contamination
16. Function of oil filters
17. Types and operation of oil pumps and oil pressure relief valves
18. Scientific principles applied by pressure lubricating system and gauges
19. Types and purposes of bearings
20. Types of spark plugs
21. Functions of spark plugs in ignition timing
22. Function of capacitor in magneto-ignition systems
23. Short or open circuits
24. Breaker points in ignition timing
25. Breaker point cam in ignition timing
26. Operation of simple machines
27. Function of throttle in speed control
28. Air-vane governor parts
29. Centrifugal governor parts
30. Principles of science applied by centrifugal governor
31. Principles of science applied by air cooled and liquid cooled systems
32. Function and operation of thermostats
33. Kinds of anti-freeze solution and freezing points of various liquids
34. Methods of power transmission
35. Principles of hydraulics and pneumatics
36. Carburetor setting for best air-fuel ratio
37. Related fields
38. Job opportunities

PLASTICS

1. The characteristics of plastics and the common types
2. Layout tools and how to use them for plastics
3. Methods of shaping plastics
4. Methods of joining
5. Uses of cementing agents
6. How to color plastics
7. Machining plastics
8. Tests for common plastics
9. Methods of casting
10. Use of burrs for decoration
11. Carving procedures
12. Foaming properties of styrene
13. What "plastisols" are
14. How to form "open" projects
15. Difference between blow forming and vacuum forming
16. The difference between injection and extrusion molding
17. Compression molding
18. Advantages of transfer molding over compression molding
19. How to apply fiberglas
20. How to color fiberglas
21. Tie clasps, picture frames, bracelets, etc.

MACHINE SHOP

1. Kinds of measuring tools
2. Fractions and decimal equivalents
3. Lathe operations
4. Types of lubricating oil
5. Types of lathe chuck and cutting tools
6. Cutting speeds and feeds
7. Types of lathe files
8. Knurling tools
9. Center drills
10. Lathe dogs and centers
11. Shaper operation
12. Cutting tools
13. Drill-press operation
14. System of determining drill sizes, fractional numbers and letters
15. Drill speeds and feeds
16. Work-holding devices
17. Safety precautions
18. Grinder operations

SHEET AND BENCH METAL

1. Layout procedures and tools
2. Identification of metals
3. Selection and care of cutting tools
4. Types of punches
5. Use of hacksaws
6. Chisels—types
7. Files—uses, types, cuts, selection
8. Types of drills
9. Drilling by machine—speed, selection, lubricator, parts
10. Uses and types of countersinks
11. Fastening methods
12. Methods of forming metal
13. Use of stakes, forming block
14. Types of hammers, mallets and use
15. Heat-treating colors
16. Use of vices and their care
17. Types of grinders and wheels
18. Standard thread forms
19. Various finishing methods
20. Scratch—finish a surface
21. Pun a surface
22. Color by heat-tinting and chemicals

THE ELECTRONIC COMPUTER

Analog Computer

1. The principle on which analog computers operate
2. How to multiply and divide numbers using the computer
3. Methods of working simple problems
4. Some practical uses of analog computers in the world of today

Digital Computer

5. What components make up the digital computers and what purpose each component serves
6. What a digital computer is
7. How computers make logical decisions
8. How computers do arithmetic
9. The extent of the work computers do
10. How computer games can be played

INDUSTRIAL CRAFTS

There are four units in Industrial Crafts, namely, ceramics, leather, art metal and lapidary. No more than two of these should be chosen in the total junior high school program.

Ceramics

1. How to fettle greenware
2. Purpose of wedging board
3. Methods of finishing greenware
4. Application of ball-type project
5. Advantages and disadvantages of slab-type work
6. Application of coil method
7. Ways of applying glazes
8. Purpose of plaster bats
9. Storing of materials
10. Proper consistency of slip for pouring
11. Methods of preparing plaster for molds
12. Cast greenware

Leathercraft

1. Care of tools
2. Methods used for laying out and cutting leather
3. Preparation of leather for tooling or carving
4. Various ways in which to transfer designs to leather
5. Methods of using the swivel knife
6. The proper tool sequences

7. Ways to finish edges properly
8. The purpose of shining
9. Types of lacing
10. Methods of joining lace
11. Hand sewing of leather
12. Current methods of cementing
13. Types of leather punches
14. Application of finishes
15. Correct care of leather articles

Art Metal

1. The basic principles of good design
2. The use of layout tools
3. Transfer of designs to metal
4. Methods of cutting metal
5. Methods of making holes
6. Methods of annealing and pickling art metals
7. Methods of forming art metals
8. Twisting methods
9. Types of stakes
10. Types of hammers used in forming sheet metal
11. Methods of finishing edges
12. Methods of decorating metal
13. Polishing methods

Lapidary

1. Characteristics of rocks suitable for polishing and cutting
2. Techniques of polishing and cutting
3. Names and functions of machines
4. Care of blade
5. Use of lubricant
6. Proper speeds, grit sizes
7. Proper care of wheels
8. Types of sanding discs and belts
9. Abrasives
10. Polishing methods
11. Use and kinds of glue
12. Special technique for ring stones
13. Rock hunting areas

COMMUNITY ECONOMICS

Community economics is an elective in Grade VII or VIII, and in Grade IX. The course offers a choice from three projects for Grade VII or VIII; namely:

Our Farm

Community Business

Dollars and Sense

and from three projects in Grade IX; namely:

Our Provincial Government

Our Car and Safety Education

Community Planning

Community economics, therefore, will be offered in not more than two years of the junior high school program of any student in Grade VII or Grade VIII, and in Grade IX.

In Grade IX, projects intended for Grades VII or VIII may be developed provided that they have not been studied by the class previously.

Further, the teacher is at liberty to substitute, subject to the approval of the superintendent, any other project arising out of a study of the pupils and their needs in the home and the community in which they live, provided that the substitute project is in keeping with the spirit of the course.

Projects of the community economics course may be developed either quite extensively or less fully. A project which is developed extensively into four or five months' work will be considered a major project. One which is studied in lesser detail, and is completed in approximately two months will constitute a minor project. A year's work will consist of:

(a) two major projects, or

(b) one major project and two minor projects

Objectives

1. To develop some aspects of personal and community living
2. To tie with activities of the classroom to those of the community by dealing with familiar situations and practical activities growing out of personal and community living, and also by supplementing classroom work in social studies, mathematics, science and health and personal development.
3. To introduce some aspects of accounting relating to the personal finance and farm and home activities.

I OUR FARM

The unit on our farm has been prepared with a two-fold aim in view. First it is intended to show some of the complexity of farming today, and the need for careful planning to ensure success. Secondly, it attempts, by touching on aspects of the farming operation, to acquaint the pupil with some of the many factors involved in farm planning.

The unit has been divided into four sections, namely:

A. How land is Subdivided in Alberta

B. Farmstead Planning and Beautification

C. Farm Improvement

D. Farm Record Keeping

Reference

The booklet, *OUR FARM*, is intended to serve as the pupils' source of information for this unit.

There are, however, other references which will be useful in developing some of the activities. Arrangements have been made for procuring these references, and supplying them to teachers of this course. It is intended that the references supplied should serve the class for this unit. Since these references have been procured by arrangments with other departments and agencies, to avoid indiscriminate demands on them, teachers are requested not to ask pupils to write individually for copies.

The references, with numbers of the sections for which they are useful following each, are:

FARMSTEAD PLANNING AND BEAUTIFICATION	I
ALBERTA HORTICULTURAL GUIDE	II
HEATING THE FARM HOME	III

Teachers may obtain single copies of the above on request to the Curriculum Branch, Department of Education.

II COMMUNITY PLANNING

The unit on *COMMUNITY PLANNING* has been prepared for the purpose of acquainting pupils with some of the physical problems faced by their communities today, and of developing an awareness for the need of at least some planning in all types of communities.

The unit has been divided into three sections, namely:

A. The Rural Community

B. The Town

C. The City

It is suggested that Sections A and B might form the basis of study in town and rural schools; in which case Section C might be considered more briefly. The reverse would be the case in city schools.

References

The booklet, *COMMUNITY PLANNING*, is intended to serve as the pupils' source of information for this unit.

CANADA YEAR BOOK (Handbook)—Queen's Printer, Ottawa, $1.00

ANNUAL REPORT OF THE DEPARTMENT OF MUNICIPAL AFFAIRS

COMMUNITY RESOURCES—Ivey, Buland, Demereth, John C. Winston Co., Chicago, 1950

THE TOWN PLANNING ACT—Office Consolidation of the Province of Alberta, Dept. of Municipal Affairs

WHAT DOES A TOWN PLANNER DO?—Stanley H. Pickett

REPRINT FROM COMMUNITY PLANNING REVIEW (V, No. 2)

REPRINT FROM COMMUNITY PLANNING REVIEW

III COMMUNITY BUSINESS

Objectives

1. To help students understand local business and industries—their work, problems and service.
2. To help students learn how local businesses operate and serve the community.
3. To help students realize that businesses and industry affect our everyday lives. Buying is a science with which everyone must be familiar.

References:

I *ENJOYING MODERN SCIENCE*, Book 8—Smith & Jones, Chpt. 7

II *BUILDING OUR LIFE TOGETHER*—Arnold & Banks, Chpt. 6

III *SOCIAL LIVING*—Landis & Landis, Chpt. 25, 26, 27

IV *RETAIL MERCHANDISING*—Walters et al

V *GENERAL BUSINESS*—Crabbe & Slinker

VI *BUILDING CITIZENSHIP*—Hughes, Chpt. 20, 21, 22

IV DOLLARS AND SENSE

A. Special Wants

B. Where Do You Get Your Money?

C. Your Expense Account

D. Your Savings Plan

E. Keeping Accounts

F. Club Records

G. Bank Deposits, Cheques, Receipts

H. How to Buy

V OUR PROVINCIAL GOVERNMENT

In the Community Economics Bulletin, *OUR PROVINCIAL GOVERNMENT*, pupil and teacher will find a great deal of up-to-date and useful information. This booklet does not prescribe the scope of this project; neither is the pupil expected to learn its contents from cover to cover.

This project might conveniently be divided into six units:

A. How the community elects its representative for the Legislative Assembly

B. How the Legislative Assembly is Organized

C. How the Legislative Assembly Operates

D. How Laws are Administered

E. How the Government Pays for the Services it Renders to the People of the Province

F. What Should be the Attitude of Citizens Towards the Activities of the Government

VI OUR CAR AND SAFETY EDUCATION

Pupil Reference:

The booklet *OUR CAR AND SAFETY EDUCATION* is intended to serve as the pupils' source of information.

Objectives:

To help boys and girls:

1. Understand the place of the car in our present-day economy
2. Understand the effects of certain physical, mental and emotional traits on driver efficiency
3. Understand the principles fundamental to safety and efficiency in traffic
4. Acquire a sense of responsibility for developing safe driving practices
5. Prepare for future car ownership

Teachers References:

I *SPORTSMANLIKE DRIVING*—American Automobile Association, Washington, D.C. (3rd Edition 1955). Excellent for the whole topic

II *TEACHERS MANUAL FOR SPORTSMANLIKE DRIVING*—Adaptable for any type of driver education course. Lists teaching objectives, scheduling, equipment, problems and activities, and tests. A.M.A., 1948

III *PROJECT WORKBOOK*—In Driver Education (or use with *SPORTSMANLIKE DRIVING):* Helen K. Knandel. American Automobile Association, 1950

IV *SCIENCE IN EVERYDAY LIFE*—Obourn, Heiss and Montgomery, D. Van Nostrand Company (Canada) Ltd., 22 Bloor Street, Toronto. Good for study of engine, vision, stopping distances, etc.

V *VEHICLES AND HIGHWAY TRAFFIC ACT*—Dept. of Highways, Edmonton

VI MOTOR VEHICLE ACCIDENT INDEMNITY ACT—Queen's Printer, Edmonton

VII *TRAFFIC SAFETY BOOKLETS*—From various insurance companies

VIII *INFORMATION ON ALBERTA ANNUAL CAR ROAD-EO*—Dept. of Highways, Office of Safety Education, Edmonton. Includes score sheets, judging, field layout, etc.

IX *PAMPHLETS AND PERIODICALS*—e.g., School Safety Patrol—its organization and supervision. Standards of training programs for school bus drivers. Traffic Safety Education. The Teen-age Driver Monthly Safety Education Bulletin

Alberta Safety Council
2 - 10526 Jasper Ave.,
EDMONTON, Alberta

X *PAMPHLETS, BOOKS*—Safety and driver education from:

Alberta Motor Association
109 St. and Kingsway
EDMONTON, Alberta

XI *ALBERTA DRIVERS' MANUAL*—Motor Vehicle Branch, Dept. of Highways

XII *THE MOTOR VEHICLE, 1955* — Dominion Bureau of Statistics, Ottawa—25 cents

GRADE IX ORAL FRENCH

Objectives:

1. The development of all four phases of language learning—understanding, speaking, reading and writing, with the emphasis on the phases of understanding and speaking.
2. Increased knowledge of the people whose native tongue is French.
3. Indirectly, the development of greater understanding and appreciation of the contributions made by these people.
4. An understanding of one's interest and ability in foreign language study.

Teachers are reminded of the suggestions regarding this course in the Junior High School Handbook, p. 8: "The approval of the Superintendent must be obtained before Oral French is offered as an Exploratory subject".

This course is planned primarily for districts having a French-speaking teacher. To teach the course successfully the teacher requires a two-fold equipment: (a) ability to converse freely in the language, and (b) a clear concept of the principles underlying language training.

The course in Oral French is intended for Grade IX students, and any school system wishing to depart from this rule must first request approval from the Department of Education.

Principal Source Materials:

I *PARLEZ-VOUS FRANCAIS?*—Huebener and Newschatz—Pp. 445 ff.
II *PREMIER COURS DE FRANCAIS*—Roux—page one
III *NOUVEAU COURS PRACTIQUE*—de Souze—page XIII ff.

Course Content

The basic material has been arranged in a graded six-unit sequence. With this is information concerning games, songs and an outline for the study of the French Canadian Community.

SIX-YEAR SEQUENTIAL PROGRAM IN FRENCH

Specific Objectives

The specific objective of a program in French is the acquiring of proficiency in the language skills. To do this the student should develop the ability to:

a. understand French as it is spoken by a native speaker,
b. speak French in everyday situations with reasonable fluency and correctness,
c. read French easily and with comprehension, and
d. communicate in writing anything he has to say.

Course Content:

To end of Grade IX

1. *Audio-Lingual Materials,* Units 1 - 19
2. Aural-Oral French Series, *Le Français: Ecouter et Parler,* units 1 - 20
3. *Voix et Images de France,* Lessons 1 - 18

GRADE IX TYPEWRITING

Objectives:

The typewriting course in Grade IX is a guided introduction to a skill. The course should offer an opportunity to the students to know, use and appreciate what value there can be in a machine form of writing.

Texts:

I *MODERN BASIC TYPEWRITING*—Pitman

II *NEW COURSE IN TYPEWRITING*—Moreland

III *20TH CENTURY TYPEWRITING*—Lessenberry and Crawford

Course Content:

1. Proper Posture
2. Touch Typewriting
3. Proper Stroking
4. Correct Operation of the Important Parts of the Machine
5. Centering
6. Syllabication
7. Proof Reading

GRADE IX AGRICULTURE

Objectives:

1. By providing a rich background of knowledge and information, to develop a better understanding and appreciation of agriculture and farm life, as well as a desirable attitude towards them, as related to:

   (a) general contribution to our way of life and economy

   (b) basic control factors involved

   (c) general nature of procedures and practices involved

   (d) an awareness of the associated problems and hazards, and the importance of conservation and safety precautions

   (e) the need for improvement and maintenance of high standards

   (f) enjoyment of the rural environment

2. To develop an understanding and appreciation of, as well as desirable attitudes towards, the role of youth in rural life—now and in the future —as related to:

   (a) contributing towards, and maintaining, a satisfactory farm home

   (b) working effectively in organized groups

   (c) exercising constructive leadership, and recognizing and following worthy leadership

   (d) maintaining desirable relationships with parents, teachers, and the community

   (e) intelligently participating in worthy social and civic enterprises

3. To develop proficiency in fundamental agricultural skills and abilities as related to:

   (a) acquiring, understanding and effectively using the vocabulary and mathematics of agriculture

   (b) thinking rationally in the solution of agricultural problems

   (c) learning how to find and interpret the results of agricultural research and thence applying them to practical work in agriculture

   (d) learning how to do by doing

4. To develop strong vocational interests in agriculture, and to give aim and purpose to further occupational preparation, as related to:

   (a) an awareness and appreciation of the numerous opportunities and possibilities in agriculture and related occupations and to determine the advisability of entering the field

   (b) understanding and appreciating the need for further study and training and how to obtain it.

Course Content:

The course is organized to develop two main types of abilities on the part of the student: (1) broad understandings and overview of the leading areas of agriculture, (2) skills and managerial abilities or learning experiences are provided for through the suggested subject matter content of the various units which have been organized as follows:

Unit I	Understanding and appreciating agriculture and some of the problems of rural youth—orientation
Unit II	Understanding the nature and behaviour of plants and animals and how they are used
Unit III	Selecting and organizing a program of practical work
Unit IV	Understanding the nature of climate and soil as factors influencing the growth of plants and animals
Unit V	Understanding how to grow plants indoors
Unit VI	Understanding generally the kinds of things to grow and how to grow them
Unit VII	Understanding how to select the most satisfactory growing and producing plants and animals: A. Selecting Plants B. Selecting Animals
Unit VIII	Understanding generally how some plants and animals are being produced
Unit IX	Understanding some of the problems and hazards of agricultural production and what can be done about them
Unit X	Appreciating and considering careers on agriculture and related occupations

Special Note: The entire subject matter content of Units I, II, and X is compulsory.

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PROGRAM OF STUDIES FOR JUNIOR
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